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ABSTRACT

The British Columbia (B.C.) Council on Admissions and Transfer commissioned this report to investigate the admissions and transfer-related experiences of former students who had attended a B.C. college, institute, university college, or the Open Learning Agency. The analysis presented here is based on data collected through the 2002 B.C. College and Institute Student Outcomes Survey, an annual survey that contacts former students between 9 and 20 months after leaving their program of study. This report draws chiefly on the results of a set of questions addressed to respondents who indicated they had pursued further studies between leaving their original institution and the time of the survey. A total of 17,270 students responded, from a population of 31,463, for a response rate of 55%. Response rate by institution varied from a low of 48% to a high of 66%. Overall, 47% of former students had continued or were currently continuing their studies. More than 77% of respondents from Arts and Sciences programs continued their studies, while only 36% from Applied Programs did. However, Applied Program respondents outnumber Arts and Sciences respondents by more than 2 to 1; therefore, Applied Program respondents who continued their education make up 55% of the respondent pool. (Contains 31 tables and 8 figures.) (NB)

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2002 Admissions and Transfer Experiences of Students Continuing their Studies in British Columbia: Findings from the BC College & Institute Student Outcomes Survey

March 2003

Prepared by:

Jill Lawrance

Centre for Education Information

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2002 Admissions and Transfer Experiences of
Students Continuing their Studies in British Columbia:
Findings from the BC College & Institute Student Outcomes Survey

Prepared by Jill Lawrance
Centre for Education Information
in collaboration with and funded by the B.C. Council on Admissions and Transfer

Data were provided by the BC Outcomes Working Group, with funding from the
Ministry of Advanced Education and participating institutions

March 2003

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2002 Admissions and Transfer Experiences of Students Continuing their Studies in British Columbia

February, 2003

Executive Summary

This report presents the results of an analysis of admissions and transfer data from the 2002 BC College and Institute Student Outcomes Survey. A number of issues related to the admissions and transfer experiences of former students from BC's college, university college, and institute sector are addressed from the students' perspective. It is similar to a report released by the Council in February 2001, titled "Admissions and Transfer Experiences of Students Continuing their Studies in British Columbia", which was based on interviews with the 2000 cohort. This report contains not only updated information from the 2002 cohort, but some additional data as well.

With respect to admissions, this report explores the direction and magnitude of student flows between institutions in the BC public, post-secondary system. It also explores the extent to which students are able to access the institutions, programs and courses of their choice. Analysis of a new set of questions asked in the 2002 questionnaire provides additional information about the admissions experiences of former students who wanted to continue their studies, but had not done so at the time of the interview. This information is valuable because administrative information systems are currently very limited in their ability to track applications and student registrations between institutions.

On the transfer side, this report profiles students who expected to transfer credits between institutions and identifies where in the system the majority of students who did not realize their transfer expectations is concentrated. It also assesses the impact of student knowledge of the transfer system on transfer success and students' overall satisfaction with their recent transfer experience.

The study population consists of students who participated in an Applied program or an Arts and Sciences program in BC's college, university college, and institute sector. Applied students were included in the study population if they had either completed or nearly completed their program of study and were no longer enrolled in their Applied program at their institution. The Arts and Sciences cohort consists of all students who left their program at their institution with at least 24 credits (less than one full year). **This report draws chiefly on the results of a set of questions that were addressed specifically to those respondents who indicated they had pursued further studies during the period between when they left their original program and the survey interview.** Students who transferred from the college, university college, and institute sector to any type of further studies are included in this report, but not former students who left a BC university or private training institution. Figure 1.A, page 22, provides a schematic diagram of the different groups of former students whose admissions and transfer experiences are profiled in this report.

Summary of Findings and Conclusions

The survey results show that the admissions and transfer system in BC is working very well for students who continue their studies after having studied in the BC college, university college, and institute sector. In terms of access, the great majority of continuing students reported getting into the institution, program and all of the courses of their choice. In terms of transfer, only 10 percent of students reported not receiving all of their expected transfer credit, and, according to respondents, close to half of these cases arose because the original course or program was not designed for transfer.

For the first time, this report includes information on those respondents who did not continue their studies. The findings show that while many of these students (56%) reported a desire to continue their studies, very few (15%) had actually made a formal application to a post-secondary institution. Those applicants who were accepted by a BC public post-secondary institution were asked why they did not enroll. The top barriers to enrolling included the need to work at a job or business, lack of financial resources, and insufficient spaces in programs.

This report provides direction to the BC Council on Admissions and Transfer (the Council) in terms of where to concentrate its efforts to further improve the transfer system. The Council's mandate is to facilitate admission, articulation and transfer arrangements among the colleges, university colleges, institutes, the Open Learning Agency (OLA), and the universities. Given the sheer number of institutions involved, this can be a daunting task. The findings show that there are no *significant* cases of particular institutions or programs accounting for a disproportionate number of respondents with unmet transfer expectations; that is, the entire system is performing relatively well. However, because the volume of transfer students is much higher for certain sending and receiving institutions, and programs, there are areas where the Council can focus its efforts to meet the largest audience.

Institutions should take the necessary steps to ensure that students are informed as to which courses are or are not transferable. Education campaigns should target Arts and Sciences students and Applied students in Business and Management programs, and programs of 13-36 months duration at the five top sending institutions (Kwantlen University College, Capilano College, Camosun College, Langara College, and Douglas College). Given that half of the10 percent of respondents with unmet transfer expectations were attempting to transfer credits from programs that were reported by the respondents as not designed for transfer, it follows that there is a need for improved communication with students. This report also finds a positive relationship between how informed respondents reported they were and the likelihood of their transfer expectations being met. The Council should also identify and work to resolve any articulation issues between the five top sending institutions and the three top receiving institutions: the University of British Columbia, Simon Fraser University and the University of Victoria.

The report highlights some areas where the incidence of unmet transfer expectations was relatively high, although the significance in terms of the number of students involved was relatively low. In terms of sending institutions, 31 percent of respondents who transferred from Vancouver Community College and 18 percent of those transferring from Malaspina University-College reported being unable to transfer all of their expected credits. In terms of receiving institutions, 20 percent of those respondents who transferred to the University College of the Fraser Valley, 19 percent of those who

entered the University of Northern British Columbia or Capilano College, and 18 percent of those entering Douglas College, reported unmet transfer expectations. In terms of programs, Computer and Information Sciences (25%), Recreation, Tourism and Hospitality (21%), and Visual Performing and Fine Arts (21%) had relatively high rates of respondents reporting unmet expectations. Addressing these small concentrations of students with unmet transfer expectations may not impact significantly on the overall number of students with unmet transfer expectations; however, it may help to alleviate student frustration and improve the overall efficiency of the system.

Key Admissions Findings

Student Flows

Overall, 47 percent of respondents reported they had taken or were currently taking further studies at the time of the interview.

Of respondents who continued their studies and whose destination was known:

- 94 percent were studying in BC, including 88 percent who continued in the BC public system.
- 7 percent of 10 Applied program students went to private educational institutions in Canada, mainly to study finance related disciplines.

Of respondents who stayed in the BC public, post-secondary system:

- 68 percent transferred to a different institution, and the remaining 32 percent started a different program at their original institution.
- One in ten originated at a university college and stayed at the same institution for further studies.
- 67 percent of those who transferred to a different institution went to a university.
- Three universities received 62 percent of all students continuing at a different institution: the University of British Columbia (27%), Simon Fraser University (20%) and the University of Victoria (15%).

Access

Of respondents who continued their studies at a different institution in the BC public, post-secondary system:

- 92 percent got their institution of choice; 94 percent got their preferred program of study, and 85 percent got all of the courses they wanted.
- Those who transferred to a university college were less likely (79%) to get all of the courses they wanted than were students who transferred to universities (83%), colleges (84%), or institutes and OLA (96%).

Key Transfer Findings

Of respondents who had not continued their studies at the time of the interview:

- 56 percent expressed a desire to continue their studies, but only 15 percent of those who wanted to continue had actually made a formal application to a post-secondary institution.
- 38 percent of those who applied to continue had been accepted, but did not enroll. Top barriers to enrolling included the need to work at a job, lack of financial resources, and insufficient spaces in programs.

Transfer Expectations

Of those students who transferred to a different institution with the expectation to transfer credits:

- 88 percent were either "very satisfied" or "satisfied" with their overall transfer experience.
- 10 percent of reported being unable to transfer some or all of their credits.
- The most common reason for not receiving the expected transfer credits, mentioned by 51 percent of transfer students, was that the original courses or program were not designed for transfer to the receiving institution.

Distribution of Transfer Issues

Among all types of receiving institutions, universities had the lowest rate of respondents reporting they did not receive all expected transfer credit (10%). However, due to the volume of students transferring from the college, university college, and institute sector to universities, universities accounted for 78 percent of all respondents whose transfer expectations were not met.

Respondents transferring from colleges to universities accounted for 69 percent of all respondents who expected to transfer credits to their new institution.

There is a high degree of concentration in the distribution of respondents who did not receive all of their expected transfer credits across sending and receiving institutions; transfers between the five top sending institutions (Kwantlen University College, Langara College, Capilano College, Camosun College, and Douglas College) and the three top receiving institutions (University of British Columbia, Simon Fraser University, and the University of Victoria), accounted for 53 percent of all respondents whose transfer expectations were not met. This concentration of respondents who did not receive their expected transfer outcome reflects the volume of respondents exiting and entering these institutions, rather than a tendency for respondents to not be granted credit by these institutions.

Knowledge

There is a clear relationship between successful transfer and obtaining information about how courses transfer; respondents who received all of their expected transfer credits were more likely than others to base their expectations on "a lot" of information about the transfer system.

Acknowledgements

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I am also very grateful to the BCCAT Research Committee and the Outcomes Working Group for the valuable comments they provided on an earlier draft of this report. Thanks are also extended to Julie Shaver of CEISS for her work on tabulating the data.

Finally, I would like to thank the students who took the time to respond to the College and Institute Student Outcomes Survey and to provide us with this valuable information.

1 INTRODUCTION

The British Columbia Council on Admissions and Transfer (the Council) commissioned this report to investigate the admissions and transfer-related experiences of former students who had attended a BC college, institute, university college, or the Open Learning Agency (OLA). Admissions and transfer issues are complex and need to be examined from the perspective of all players involved: the institutions, students and the overall system. This report provides a valuable opportunity to learn more about how the system is viewed by its users, the students. It adds to a body of research sponsored by the Council looking at transfer issues from the students' perspective and complements other Council research examining similar issues from other perspectives. This particular report is similar to that released by the Council in February 2001, titled "Admissions and Transfer Experiences of Students Continuing their Studies in British Columbia", which was based on interviews with the 2000 cohort. This report contains not only updated information from the 2002 cohort, but some additional data as well.

1.A REPORT OBJECTIVES

In keeping with the mandate of the Council, this report focuses on admissions and transfer issues within the BC public, post-secondary education system.

On the admissions side, this report draws a picture of the direction and magnitude of student flows between institutions. It also assesses the extent to which students are able to implement the educational plan of their choice. That is, it addresses the issue of whether individual institutions, and the overall public, post-secondary system, are able to meet student demand for access to institutions, programs and courses. Analysis of a new set of questions asked in the 2002 questionnaire provides additional information about the admissions experiences of former students who wanted to continue their studies, but had not done so at the time of the interview.

This information is needed because existing administrative information systems are very limited in their ability to track applicants and student registrations between institutions. In the absence of comprehensive administrative data, it has been difficult to understand which types of students transfer to which types of institutions and the extent to which demand for education from students continuing their studies is being met by the system.

On the transfer side, this report builds a profile of students who expect to transfer credits between institutions and identifies where in the system the majority of students who did not realize their transfer expectations are concentrated. It also assesses the impact of student knowledge of the transfer system on transfer success and students' overall satisfaction with their recent transfer experience.

1.B About the Survey

The analysis is based on data collected through the 2002 BC College and Institute Student Outcomes Survey.[1] This annual survey contacts former students between nine and 20 months after leaving their program of study at a BC college, institute, university college, or the OLA. **This report draws chiefly on the results of a set of questions that were addressed specifically to those respondents who indicated they had pursued further studies during the period between when they left their original program and the survey interview.**[2] Students who transferred from the college, university college, and institute sector to any type of further studies are included in this report, but students who left a BC university or private training institution are not included. Results are also presented for a new set of questions posed to students who did not continue their studies.

Table 1.A
Year 2002 BC College and Institute Student Outcomes Survey
Response Rates, By Sending Institution

Institution Name	Respondents	Total Former Student Population	Response Rate
BC Institute of Technology	2,702	4,683	58%
Camosun College	1,333	2,654	50%
Capilano College	1,223	2,209	55%
University College of the Cariboo	821	1,629	50%
College of New Caledonia	517	823	63%
College of the Rockies	250	485	52%
Douglas College	1,145	2,310	50%
Emily Carr Institute of Art and Design	124	237	52%
Institute of Indigenous Government	11	21	52%
University College of the Fraser Valley	707	1,242	57%
Justice Institute of BC	59	104	57%
Kwantlen University College	1,820	3,200	57%
Langara College	1,255	2,256	56%
Malaspina University-College	1,236	2,120	58%
North Island College	298	453	66%
Northern Lights College	202	352	57%
Nicola Valley Institute of Technology	15	31	48%
Northwest Community College	157	302	52%
Okanagan University College	940	1,813	52%
Open Learning Agency	315	532	59%
Selkirk College	513	874	59%
Vancouver Community College	1,627	3,133	52%
All Institutions	**17,270**	**31,463**	**55%**

[1] The BC College and Institute Student Outcomes Project is overseen by the BC Outcomes Working Group (OWG), managed by the Centre for Education Information, and jointly funded by the Ministry of Advanced Education, and the participating institutions. The BC Council on Admissions and Transfer is represented on the OWG.
[2] See Appendix 1 for survey questions.

Former students were included in the survey if they left their original program of study at some point between July 1, 2000 and June 30, 2001; interviews took place during the spring and early summer of 2002.[3] In all, 22 institutions, representing almost 32,000 former students, participated in the survey. The participating institutions and corresponding response rates are presented in the table below. In total, 17,270 out of a possible 31,463 former students responded to the survey, for a response rate of 55 percent. Response rates varied from a low of 48 percent to a high of 66 percent by institution.

The cost of collecting data has been increasing for several years. This appears to be related to increasing difficulty contacting former students and rising rates of refusal. A decision was taken in the 2002 administration of the survey to stop data collection once a certain response rate and distribution of responses was achieved in order to avoid budget overruns.

A few points about the study population are central to understanding the findings of this report. Former students from Applied programs and Arts and Sciences programs were included in the survey.

In the case of Applied programs, former students were included in the survey if they had completed, or almost completed (75%-100% of requirements), their program of study at one of BC's public colleges, institutes, university colleges, or OLA. Early leavers were not surveyed and are not part of this report.

With respect to Arts and Sciences programs, the cohort definition is much more inclusive. Arts and Sciences students were surveyed if they had completed 24 or more credits and were no longer registered in Arts and Sciences at their institution.[4] The Arts and Sciences cohort, thus, contains students with a wide range of exposure to the system, from those with the minimum 24 credits, to those who had completed a degree.

Students from both Applied and Arts and Sciences programs were included in the study cohort only if they were no longer enrolled in that program at their institution. Those who continued their studies at the same institution in a different program were surveyed about their experiences in their original program. Thus, this report provides admissions information for students who continued their studies in a different program at the same institution, as well as for those who transferred to another institution for further studies.

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[3] Appendix 2 provides the specific criteria for inclusion in the study population.

[4] There is one exception to the 24-credit rule for inclusion in the Arts and Sciences cohort. Some university colleges offer Arts and Sciences programs where a diploma granted for the first two years of study is a pre-requisite for studies at the third and fourth year level. Examples include some journalism and tourism programs. For this type of program, students were surveyed when they completed their diploma, even if they continued on to further studies at the 3rd and 4th year level in the same program at the same institution.

1.C LIMITATIONS OF THIS ANALYSIS

Tables presenting the number of respondents as well as the percentage of respondents are found throughout this report. It must be emphasized that the "N" values presented do not reflect the actual number of students entering and transferring between institutions, but rather the number of former students who responded to the survey. The actual number of students will be higher for the following reasons:

Non-response:

- 45 percent of former students who were included in the study population did not respond to the survey;

Study population:

- the study population does not include all programs of study at BC colleges, institutes and university colleges (e.g, Adult Basic Education, Adult Special Education, English as a Second Language);
- the study population does not include Applied program students who left their programs prior to completion or near completion, or Arts and Sciences students who left prior to completion of 24 credits;
- the study population does not include those who transferred from universities;
- the study population does not include those who entered from outside the BC public, post-secondary system.

As with any survey research, there is always the possibility of bias. Two types of bias are explained below.

Response bias is bias introduced by respondents' misinterpretation of a survey question, or interpreting the survey question differently than was intended. Response bias can also occur when respondents deliberately slant their answers. Bias is introduced when respondents' answers differ in a systematic (non-random) way from how respondents actually feel about the issue in question. Given the nature of the questions asked, it is unlikely that respondents would be motivated to not respond truthfully.

Non-response bias arises as a result of a failure to obtain responses from the entire survey population. This introduces bias in the results if the non-respondents differ in systematic ways from the respondents, and hence have different views than those expressed by respondents. This is a potential concern, given that 45 percent of the study population did not respond to the survey. However, analysis of non-response in previous survey years found only small differences between respondents and non-respondents in terms of key characteristics, such as program, gender, and age distribution.

Many of the tables in this report present data values and percentages for detailed breakdowns. In cases where the base for a percentage consists of fewer than 20 respondents, the data have been suppressed. In many cases the corresponding numerator consists of fewer than 10 respondents. This measure is taken because statistics based on a small number of respondents are not considered to be reliable.

1.D KEY COHORTS

Figure 1.A provides a schematic diagram of the different groups of former students whose admissions and transfer experiences are profiled in this report. Starting at the top, 31,463 former Arts and Sciences and Applied program students qualified for inclusion in the study population for the year 2002 BC College and Institute Student Outcomes Survey; of these, 17,270 responded to the telephone interview.

Through the survey questions, respondents can be further sub-divided into a number of groups: all those who continued their studies; those who did not continue their studies; those who continued in BC; those who continued in the BC public system; those who stayed at the same versus a different institution; those who expected to transfer credits from one institution to another; and those whose transfer expectations were met.

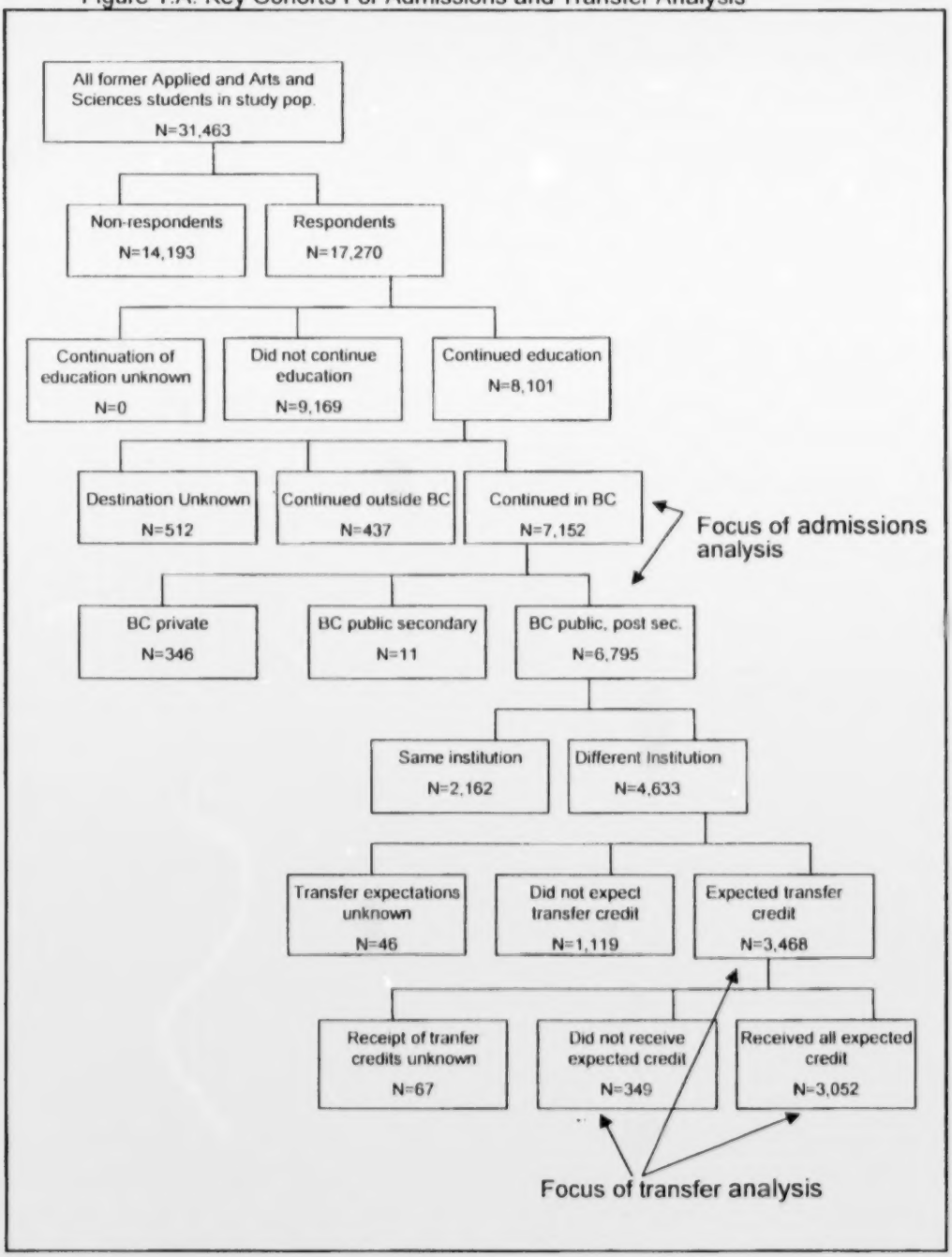
The Admissions analysis focuses on all students who continued their studies, and particularly on those who continued in the BC public, post-secondary system. The Transfer analysis focuses on students who continued their studies at a different institution in the BC public system with the expectation to transfer credits to their new institution. Throughout this report, segments of this flow chart are replicated to orient the reader to the particular group of students, which forms the focus of a given analysis. The reader may wish to refer back to this flow chart to see how a given segment fits into the overall picture.

1.E ORGANIZATION OF THIS REPORT

The next chapter presents the admissions data. The transfer data are presented in Chapter III. There are also four appendices to this report:

- Appendix 1: BC College and Institute Students Outcomes Survey Instrument;
- Appendix 2: About the Outcomes Survey Cohort;
- Appendix 3: Recommendations for Changes to the Outcomes Questionnaire;
- Appendix 4: Glossary of Terms.

Figure 1.A: Key Cohorts For Admissions and Transfer Analysis



2 Admissions

The admissions chapter of this report is divided into two sections. The first section, titled *Who Goes Where*, draws a picture of how former college, institute and university college students who continue their studies navigate through the post-secondary system, both within BC and outside BC. The second section, titled *Are Students Able To Implement Their Educational Plan of Choice?*, looks at two issues: first, whether the flow of students between institutions and programs reflects student choice. And second, by examining results from a new set of questions addressed to students who did not continue their studies, new insights are gained into the ability of the BC public, post-secondary system to meet demand.

2.A Who Goes Where?

Without administrative data to shed light on which types of students continue their studies and where they go, it is difficult for the education system to respond to the needs of students who continue. Input from respondents to the Year 2002 College and Institute Student Outcomes Survey provides a sense of where students originated and where they continued their studies. The destination of respondents' further studies is supplied through Question 12 on the Outcomes survey, which asks respondents the name of the institution at which they continued their studies (see Appendix 1 for precise wording). The sending institution is not collected as part of the survey; the sending institution for a given respondent is the institution that submitted his or her name for participation in the study (see Table 1.A).

Key Findings

- Overall, 47 percent of former students had taken or were currently taking further studies (Table 2.A).

Who?

- Continuers tended to be younger than their counterparts who do not continue.
- Females were more likely to continue their studies than males.
- Just over three-quarters of Arts and Sciences students continued to further education (Table 2.A).
- Although respondents from Arts and Sciences programs were more likely to continue, Applied program respondents out-numbered Arts and Sciences respondents in the study population by a ratio of more than two to one (12,551 to 4,719, Table 2.A). As such, Applied program respondents make up more than half (55%) of the pool of respondents who continued their studies, with Arts and Sciences respondents comprising the remaining 45 percent (Table 2.A).
- Respondents from relatively large institutions located in the Lower Mainland were the most likely to continue their studies (Table 2.C).

Where?

Of respondents who continued their studies:

- 94 percent of respondents who reported the destination of their further studies stayed in BC, including 88 percent who continued in the BC public system (Table 2.D).

- 7 percent of former Applied program students went to private educational institutions in Canada, mainly to study finance related disciplines (Table 2.F).

Of respondents who continued their studies in the BC public, post-secondary system:

- 68 percent transferred to a different institution and the remaining 32 percent started a different program at their original institution (Table 2.G).

- 12 percent originated at a university college and stayed at the same institution to pursue their further studies (Table 2.G).

- Universities received 67 percent of those who transferred to another institution (Table 2.J).

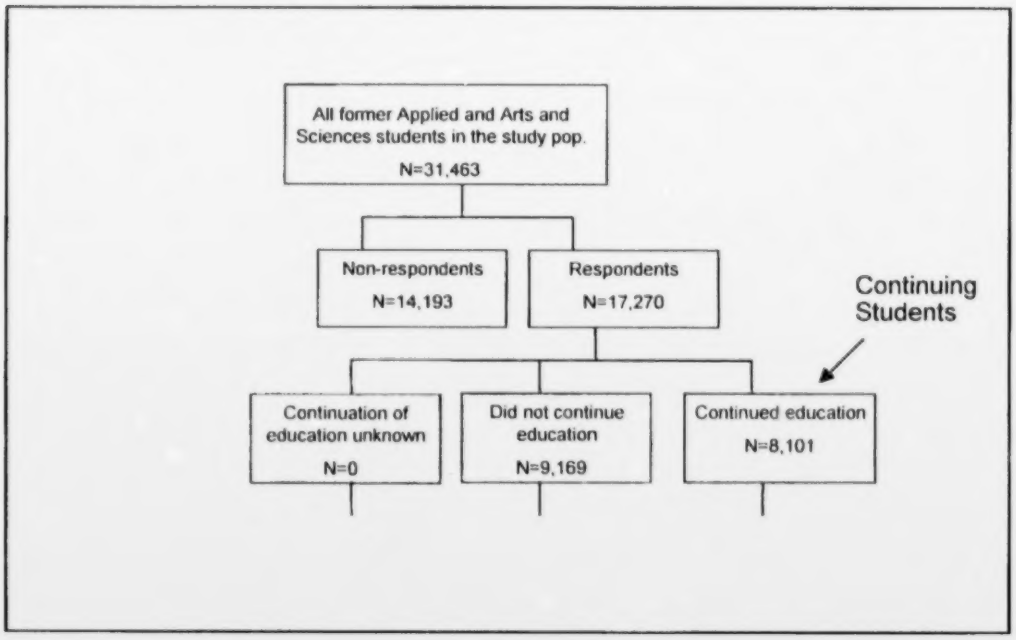
- Three universities received 62 percent of all students continuing at a different institution: the University of British Columbia (27%), Simon Fraser University (20%), and the University of Victoria (15%) (Table 2.K).

2.A.1 Profile of Continuing Students

Continuing students include all students who had taken or were currently taking further studies at the time of the interview, regardless of where they went for further education. A combination of survey questions 1 and 3 were used to identify students who were still studying at the same institution. Question 9E identified those who were currently studying at a different institution, and Question 10 identified respondents who had studied at some point since taking their last course at their sending institution (Appendix 1).

Overall, 47 percent (8,101 / 17,270) of respondents were either continuing their studies, or had continued their studies since completing or leaving their program at their institution; up four percentage points from the year 2000 cohort.

Figure 2.A: Continuing Students



There were some differences between respondents who continued and those who did not. Those who continued tended to be younger; the average age for respondents who went on to further studies was 27 at the time of the survey, compared to 30 for those who did not continue. Females were more likely to continue their studies than were males; with females comprising 57 percent of the cohort of respondents who continued their studies and about 53 percent of those who did not continue their studies.

Table 2.A presents the number and percentage of respondents who continued by the type of program respondents left. The portion that continued varied considerably across the types of programs. A much greater proportion of respondents leaving Arts and Sciences (77%) continued than did respondents from Applied programs (36%).

The very large proportion of Arts and Sciences respondents who went on to further studies reflects the fact that Arts and Sciences students were surveyed after completing 24 or more credits (less than one year of study). The vast majority of Applied program respondents were originally enrolled in certificate or diploma programs and were surveyed only if they completed all or approximately 75 percent of their program requirements.

Table 2.A
Percentage of Respondents Who Continued Their Studies, By Program of Study at Original Institution

	# of Continuers (A)	# of Respondents (B)	% Who continued in each program (A/B)	Distribution of continuers across programs (A/(sum A))
Applied Programs	**4,463**	**12,551**	**36%**	**55%**
Agriculture, Nat. Resources & Sci. Tech	166	442	38	2
Business and Management	1,332	2,815	47	16
Communications	51	239	21	0
Computer and Information Sciences	225	721	31	3
Construction and Precision Production	214	801	27	3
Education and Library Sciences	261	722	36	3
Engineering, Electrical and Electronics	453	1,096	41	6
Health Related	266	1,272	21	3
Legal and Social	464	1,054	44	6
Mechanical and Related	156	802	19	2
Nursing	274	733	37	3
Rec., Tourism, Hospitality & Service	280	1,081	26	3
Transportation	13	57	23	0
Visual, Performing and Fine Arts	308	716	43	4
Arts and Sciences Programs	**3,638**	**4,719**	**77%**	**45%**
Grand Total All Respondents	**8,101**	**17,270**	**47%**	**100%**

The overall continuation rate for former Applied program respondents was 36 percent. Table 2.A shows that this rate varied considerably depending on the type of Applied program, and was highest for programs in the areas of Business and Management (47%), Legal and Social Studies (44%), Visual, Performing and Fine Arts (43%), and Engineering, Electrical and Electronics (41%). Applied program respondents who completed longer programs were more likely to continue than those who completed relatively short programs (Table 2.B).

Although respondents from Arts and Sciences programs were more likely to continue than Applied program respondents (77% vs. 36%), Applied program students out-number Arts and Sciences students in the respondent population by a ratio of more than two to one (12,551 to 4,719, Table 2.A). As such, Applied program respondents make up more than half (55%) of the pool of respondents who continued their studies, with Arts and Sciences respondents comprising the remaining 45 percent (Table 2.A).

Table 2.B
Percentage of All Respondents Who Continued Their Studies, By Program and Program Length

	# of Continuers (A)	# of Respondents (B)	% Who Continued (A/B)	Distribution of continuers across program durations (A/(sum A))
Applied Programs	**4,463**	**12,551**	**36%**	**55%**
0-6 months	282	1,177	24	3
7-12 months	1,557	5,285	29	19
13-36 months	2,347	5,200	45	30
Upper division	247	813	30	3
Lower division	30	76	39	0
Arts and Sciences Programs	**3,638**	**4,719**	**77%**	**45%**
Grand Total All Programs	**8,101**	**17,270**	**47%**	**100%**

Among institutions, there was a great deal of variation in the proportion of former students who continued their education (Table 2.C). For instance, on average 51 percent of respondents from colleges continued their studies; however, this figure varied from a low of 26 percent at Northern Lights College, to a high of 73 percent at Langara College. The mix of programs offered by different institutions likely accounts for much of the variation between institutions in the proportion of respondents who continued their studies.

Some of the difference in the continuation rate of Arts and Sciences respondents between colleges (83%) and university colleges (71%) is explained by the fact that all Arts and Sciences respondents from colleges are lower division students. A high proportion of lower division students transfer to degree granting institutions to complete their degrees. Those studying Arts and Sciences at university colleges can remain in the same institution to study at the upper division level.

Table 2.C

Percentage of All Respondents Who Continued Their Studies, By Institution and Program Type

Institution Type	Applied Programs			Arts & Sciences Programs			All Programs		
	# of continuers (A)	# of resp (B)	% who continued (A/B)	# of continuers (A)	# of resp (B)	% who continued (A/B)	# of continuers (A)	# of resp (B)	% who continued (A/B)
Colleges	**2,157**	**5,896**	**37%**	**2,179**	**2,624**	**83%**	**4,336**	**8,520**	**51%**
Camosun College	443	1,039	43	256	294	87	699	1,333	52
Capilano College	238	613	39	516	610	85	754	1,223	62
College of New Caledonia	125	365	34	125	152	82	250	517	48
College of the Rockies	72	215	33	29	35	83	101	250	40
Douglas College	322	626	51	406	519	78	728	1,145	64
Langara College	171	380	45	743	875	85	914	1,255	73
North Island College	89	286	31	**	**	**	98	298	33
Northern Lights College	49	197	25	**	**	**	53	202	26
North West Community College	42	130	32	13	27	48	55	157	35
Selkirk College	117	418	28	78	95	82	195	513	38
Vancouver Community College	489	1,627	30	**	**	**	489	1,627	30
Institutes	**1,083**	**3,156**	**34%**	**	**	**	**1,111**	**3,226**	**34%**
BCIT	938	2,696	35	**	**	**	938	2,702	35
Emily Carr Inst. of Art and Design	34	124	27	**	**	**	34	124	27
Institute of Indigenous Government	**	**	**	**	**	**	**	**	**
Justice Institute	**	**	**	**	**	**	**	**	**
Nicola Valley Inst. of Technology	**	**	**	**	**	**	**	**	**
Open Learning Agency	94	270	35	**	**	**	110	315	35
University Colleges	**1,223**	**3,499**	**35%**	**1,431**	**2,025**	**71%**	**2,654**	**5,524**	**48%**
University College of the Cariboo	154	589	26	147	232	63	301	821	37
University College of the Fraser Valley	145	315	46	308	392	79	453	707	64
Kwantlen University College	514	1,120	46	565	700	81	1,079	1,820	59
Malaspina-University College	273	885	31	191	351	54	464	1,236	38
Okanagan University College	137	590	23	220	350	63	357	940	38
All Institutions	**4,463**	**12,551**	**36%**	**3,638**	**4,719**	**77%**	**8,101**	**17,270**	**47%**

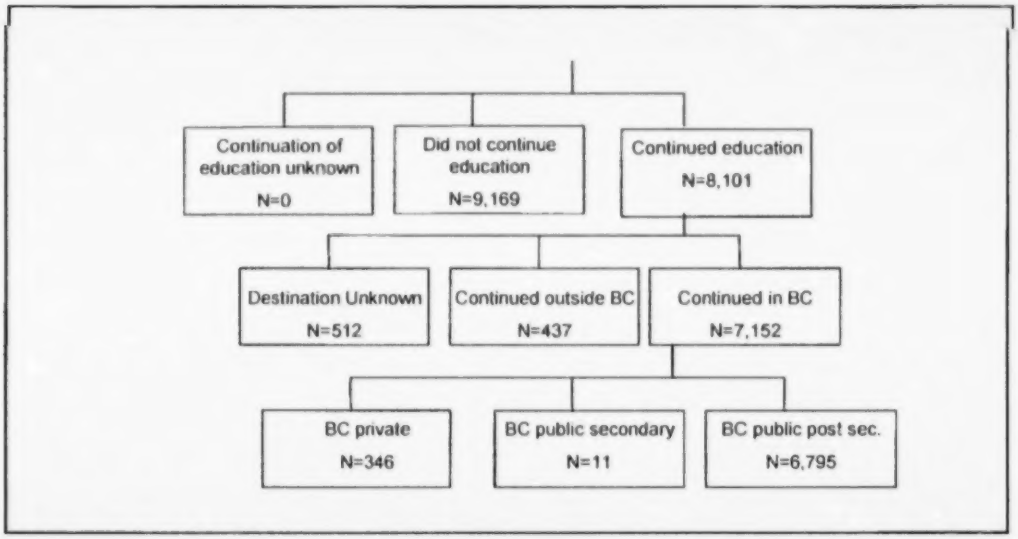
Note 1: "Resp" stands for "Respondents" in the column labels

Note 2: ** denotes data have been suppressed where fewer than 20 respondents continued, however, subtotals and totals include data from all institutions in the corresponding group.

2.A.2 Where Do Students Go For Further Education?

This section looks at four groups of students: those who left BC to pursue further studies; those who stayed in the province; those who stayed in the BC public system (secondary or post-secondary); and those who continued their studies in the BC private system.

Figure 2.B: Where Students Continued their Studies



The vast majority (94%) of respondents who reported the destination of their further studies, continued in BC; six percent transferred to another province in Canada and less than one percent continued their studies outside Canada (Table 2.D). Although the tendency to stay within the province is clear, it is likely that the estimate for students leaving the province for further studies is conservative. The data were collected through a telephone interview and it is difficult to trace and contact former students who have left the province.

Table 2.D
Where Respondents Continue Their Studies

Destination of Further Studies	Applied		Arts and Sciences		All Programs	
	#	%	#	%	#	%
BC	3,839	94%	3,313	94%	7,152	94%
Rest of Canada	212	5	210	6	422	6
Outside Canada	12	<1	3	<1	15	<1
All Known Destinations	4,063	100%	3,526	100%	7,589	100%
Unknown Destinations	400		112		512	

Ninety percent of those who continued their studies stayed in the BC public system (Table 2.E); this includes 11 respondents who went to the BC secondary system. When those who continued their studies at public institutions in the rest of Canada are added, 95 percent stayed in the Canadian public education system. A higher portion of respondents from Applied programs continued their studies in the Canadian private system (7%), than did respondents from Arts and Sciences (4%).

Table 2.E
Where Respondents Continued Their Studies, By Location and Education Sector

Destination of Further Studies	Applied		Arts and Sciences		All Programs	
	#	%	#	%	#	%
British Columbia						
Public	3,593	88%	3,213	91%	6,806	90%
Private	246	6	100	3	346	< 5
Rest of Canada						
Public	195	5%	202	6%	397	5%
Private	17	<1	8	<1	25	<1
Outside Canada						
Public and Private	12	<1%	3	<1%	15	<1%
All Known Destinations	**4,063**	**100%**	**3,526**	**100%**	**7,589**	**100%**
Unknown Destinations	400		112		512	

Respondents entering the BC private system went to a variety of different institutions (Table 2.F). Popular choices for respondents from Applied programs were institutions offering professional accreditation in finance related disciplines, such as accounting and financial planning / management. Those entering from Arts and Sciences programs tended to be more broadly distributed across the private system.

Table 2.F
Top BC Private Receiving Institutions, By Type of Sending Program

Sending Program Receiving Private Institution	# who transferred to institution (A)	# who continued in private system (B)	% who continued in private institution (A/B)
Applied Programs			
Certified General Accountants Association of BC	61	246	25%
Canadian Securities Institute	42	246	17
Certified Management Accountants of BC	27	246	11
Institute of Chartered Accountants of BC	21	246	9
Career Development Institute	13	246	5
Trinity Western University	10	246	4
Vancouver Film School	10	246	4
Arts and Sciences Programs			
Columbia College	16	100	16%
Certified General Accountants Association of BC	9	100	9
Institute of Chartered Accountants of BC	9	100	9
Trinity Western University	9	100	9
Langley Flying School	9	100	9
Burnaby College	8	100	8
St. John Ambulance	5	100	5
All Programs			
Certified General Accountants Association of BC	70	346	20%
Canadian Securities Institute	44	346	13
Institute of Chartered Accountants of BC	30	346	9
Certified Management Accountants of BC	27	346	8
Trinity Western University	19	346	5
Columbia College	16	346	5
Career Development Institute	15	346	4

2.A.3 Where Do Students Continue their Studies Within the BC Public System?

Ninety percent of those who continued their studies, and whose destination is known, remained in the BC public, post-secondary system. Because tracking these students falls within the mandate of the Council, much of the admissions analysis that follows focuses on the responses of this group of 6,795 respondents.

Figure 2.C: Continuing at the Same or a Different Institution

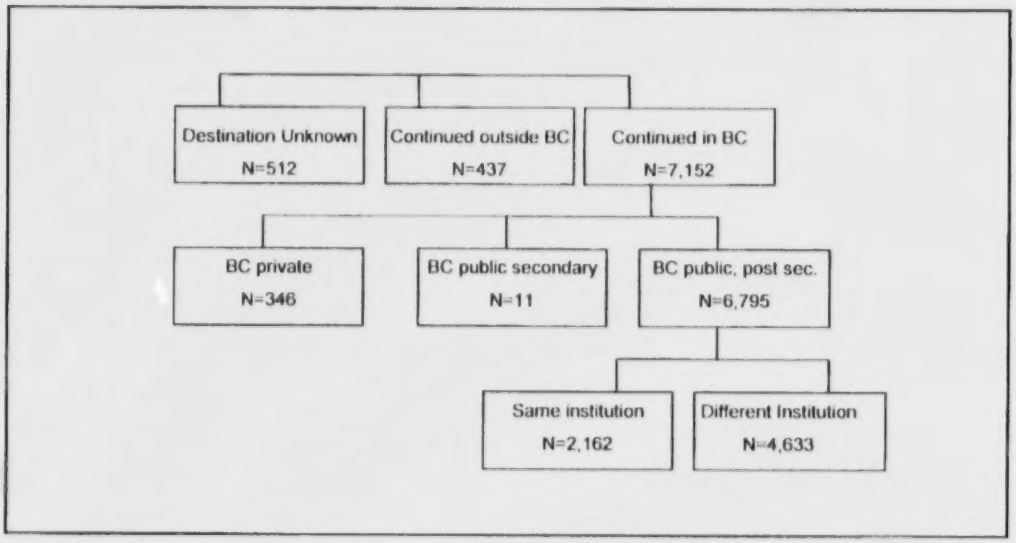


Table 2.G shows the percentage distribution of all respondents who continued in the BC public, post secondary system across sending and receiving institutions types. Just over half (55%) originated at colleges, 32 percent at university colleges, and the remaining 13 percent came from institutes and OLA. From a receiving institution perspective, respondents who continued their studies are classified into two groups: those who continued at a different institution (68%) and those who stayed at the same institution (32%).

Respondents from colleges were more likely to transfer to a different institution than were those from university colleges. Seventy-eight percent (2,875 / 3,704) of college respondents who continued their studies did so at a different institution, compared to 64 percent (1,403 / 2,203) of university college respondents. The tendency for college students to transfer to a different institution is likely explained by the fact that colleges do not offer upper division level Arts and Sciences courses. University college students can remain in the same institution to study at the upper division level.

Table 2.G
Where Respondents Continued Their Studies in the BC Public, Post-Secondary System, By Type of Sending and Receiving Institution

Sending Institution Type	Receiving Institution: Same # of respondents	Same % of all respondents	Different # of respondents	Different % of all respondents	All # of respondents	All % of all respondents
Colleges	829	12%	2,875	42%	3,704	55%
Institutes and OLA	533	8	355	5	888	13
University Colleges	800	12	1,403	21	2,203	32
All Sending Institutions	2,162	32%	4,633	68%	6,795	100%

Staying at the Same Institution

This section focuses on the 32 percent of respondents (N=2,162) who continued their studies at the same institution. Thirty seven percent of the respondents continuing at the same institution stayed at their university college (800 / 2,162, Table 2.G); college respondents comprised 38 percent of respondents staying at the same institution for further studies, and institutes and OLA made up the remaining 25 percent.

Among institutions there was a great deal of variation in the percentage of respondents who stayed at the same institution for further studies (Table 2.H). The percentage of respondents who stayed at the same college, for instance, ranged from a low of three percent at Douglas College to a high of 83 percent at Northern Lights College. The high proportion of students staying on at Northern Lights may reflect its relatively remote location in the north of the province and the related tendency for students to continue in a different program at the same institution, rather than leaving the community.

There was less variation between university colleges in the percentage of respondents who stayed at the same institution for further studies. With the exception of Kwantlen, between 42 and 55 percent of respondents who studied at a university college stayed at the same university college for further studies. Kwantlen's relatively low rate of students staying on for further studies (19%) reflects the fact that it has fewer upper division course offerings than the other university colleges.

Table 2.H

Respondents in the BC Public, Post-Secondary System who Continued at the Same Institution, by Institution

Sending Institution	# who continued at same institution (A)	# who continued (B)	% of institution continuing respondents who continued at same institution (A/B)
Colleges	**829**	**3,704**	**22%**
Camosun College	191	603	32
Capilano College	119	675	18
College of New Caledonia	47	211	22
College of the Rockies	33	61	54
Douglas College	17	627	3
Langara College	94	819	11
North Island College	54	87	62
Northern Lights College	35	42	83
North West Community College	8	44	18
Selkirk College	15	131	11
Vancouver Community College	216	404	53
Institutes and OLA	**533**	**888**	**60%**
BCIT	501	762	66
Emily Carr Institute of Art and Design	**	**	**
Institute of Indigenous Government	**	**	**
Justice Institute	**	**	**
Nicola Valley Institute of Technology	**	**	**
Open Learning Agency	24	81	30
University Colleges	**800**	**2,203**	**36%**
University College of the Cariboo	102	229	45
University College of the Fraser Valley	213	388	55
Kwantlen University College	179	938	19
Malaspina University-College	201	398	51
Okanagan University College	105	250	42
Grand Total All Institutions	**2,162**	**6,795**	**32%**

Note: Data have been suppressed and marked ** where fewer than 20 respondents continued their studies, however, subtotals and totals include data from all institutions in the corresponding group.

The breakdown by type of program for respondents who stayed at the same institution is as one might expect (Table 2.I). Respondents from Applied programs were the most likely to stay at the same institution (46%), followed by Arts and Sciences respondents (16%); the finding that fewer than one in ten Arts and Sciences respondents from colleges remain at the same institution for further studies reflects the fact that academic programs are specifically designed to enable students to transfer their credits towards completion of an advanced degree at another institution.

Table 2.I
Respondents who Continued in the BC Public, Post-Secondary System at the Same Institution, By Program and Sending Institution Type

Program Type / Sending Institution Type	# who continued at same institution (A)	Total who continued their studies (B)	% who continued at same institution (A/B)
Applied	**1,661**	**3,582**	**46%**
Colleges	675	1,747	39
Institutes and OLA	524	866	61
University Colleges	462	969	48
Arts and Science	**501**	**3,213**	**16%**
Colleges	154	1,957	8
Institutes and OLA	**	**	**
University Colleges	338	1,234	27
All Programs	**2,162**	**6,795**	**32%**
Colleges	829	3,704	22
Institutes and OLA	533	888	60
University Colleges	800	2,203	36

Note: Data have been suppressed and marked ** where fewer than 20 respondents continued their studies, however, subtotals and totals include data from all institutions in the corresponding group.

Moving to a Different Institution

Sixty-eight percent of respondents who continued their studies (N=4,633) did so at a different institution. Of these respondents, 62 percent originated at colleges (Table 2.J). The largest flow of students between institution types was for students transferring from colleges to universities; these respondents accounted for 44 percent of all respondents who transferred to a different institution; respondents from university colleges who transferred to universities made up a further 20 percent.

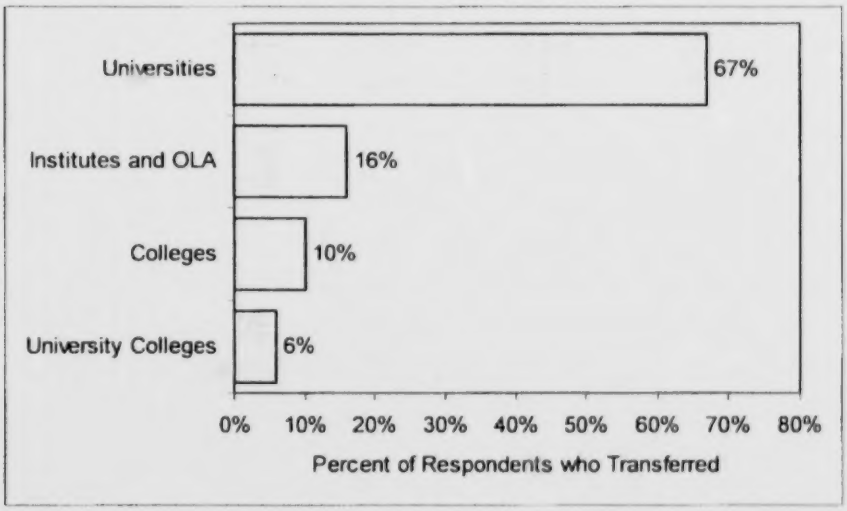
Table 2.J
Respondents Who Continued in the BC Public, Post-Secondary System at a Different Institution, By Type of Sending and Receiving Institution

	Receiving Institution Type									
	Colleges		Institutes and OLA		University Colleges		Universities		All Receiving Institutions	
Sending Institution Type	# of resp.	% of all resp.	# of resp.	% of all resp.	# of resp.	% of all resp.	# of resp.	% of all resp.	# of resp.	% of all resp.
Colleges	247	5%	424	9%	185	4%	2,019	44%	2,875	62%
Institutes or OLA	78	2	66	1	45	1	166	4	355	8%
University Colleges	157	3	271	6	71	2	904	20	1,403	30%
All Sending Institutions	482	10%	761	16%	301	6%	3,089	67%	4,633	100%

Universities were by far the most likely destination for respondents transferring to a different institution, receiving 67 percent of all respondents who transferred. The percentage of students continuing their studies at universities was up two percentage

points from 65 percent in the 2000 study. University colleges were the least likely destination for respondents from the college, university college, and institute sector who went on to further studies at a different institution, accounting for six percent – down one percentage point from the 2000 study.

Figure 2.D: Distribution of Respondents Who Transferred, By Receiving Institution Type



There was a high degree of concentration in the distribution of transfer students across individual receiving institutions; four institutions received 72 percent of all transfer respondents (Table 2.K). Not surprisingly, the three top receiving institutions were universities: the University of British Columbia (27%), Simon Fraser University (20%) and the University of Victoria (15%). BCIT received the next largest flow of respondents to a single institution (10%).

The same four institutions received 71 percent of all transfer respondents from the 2000 cohort.

Table 2.K
Respondents who Continued in the BC Public, Post-Secondary System at a Different Institution, By Receiving Institution

Receiving Institution	# of respondents who transferred to institution from a different institution	% of all respondents who continued at a different institution
Colleges	**482**	**10%**
Camosun College	34	1
Capilano College	59	1
College of New Caledonia	**	**
College of the Rockies	**	**
Douglas College	93	2
Langara College	105	2
North Island College	20	<1
Northern Lights College	**	**
North West Community College	**	**
Selkirk College	**	**
Vancouver Community College	116	3
Institutes and OLA	**761**	**16%**
BCIT	455	10
Emily Carr Institute of Art and Design	46	1
Institute of Indigenous Government	**	**
Justice Institute	53	1
Nicola Valley Institute of Technology	**	**
Open Learning Agency	207	4
University Colleges	**301**	**6%**
University College of the Cariboo	30	<1
University College of the Fraser Valley	88	2
Kwantlen University College	105	2
Malaspina University-College	34	1
Okanagan University College	44	1
Universities	**3,089**	**67%**
Royal Roads University	73	2
Simon Fraser University	920	20
Technical University of BC	**	**
University of British Columbia	1,249	27
University of Northern British Columbia	169	4
University of Victoria	674	15
Grand Total All Institutions	**4,633**	**100%**

Note: Data have been suppressed and marked ** where fewer than 20 respondents transferred to the institution, however, subtotals and totals include data from all institutions in the corresponding group.

As expected, Arts and Sciences respondents comprised well over half (2,712 / 4,633= 59%, Table 2.L) of the respondent population that continued their studies at a different institution. Arts and Sciences and Applied program students from colleges were more likely to continue their studies at different institutions than were students from the same

types of programs who completed programs at university colleges, or institutes and OLA. In fact, nine out of every ten Arts and Sciences respondents from colleges who continued their studies did so at a different institution (Table 2.L).

Table 2.L
Respondents who Continued in the BC Public, Post-Secondary System at a Different Institution, By Program and Sending Institution Type

Program Type / Sending Institution Type	# who continued at different institution (A)	Total who continued their studies (B)	% who continued at different institution (A/B)
Applied	**1,921**	**3,582**	**54%**
Colleges	1,072	1,747	61
Institutes and OLA	342	866	39
University Colleges	507	969	52
Arts and Science	**2,712**	**3,213**	**84%**
Colleges	1,803	1,957	92
Institutes and OLA	**	**	**
University Colleges	896	1,234	73
All Programs	**4,633**	**6,795**	**68%**
Colleges	2,875	3,704	78
Institutes and OLA	355	888	40
University Colleges	1,403	2,203	64

Note: Data have been suppressed and marked ** where fewer than 20 continued their studies, however, subtotals and totals include data from all institutions in the corresponding group.

2.B ARE STUDENTS ABLE TO IMPLEMENT THEIR EDUCATIONAL PLAN OF CHOICE?

This section examines issues related to students' ability to continue their studies when and where they want, and in the program and courses they want. Survey results for two groups of students are presented:

1) Those who continued their studies at a different institution;

2) Those who wanted to continue, but who had not continued their studies at the time of the interview.

For the first group of students, a key question to answer is to what extent the pattern of student flows between institutions described above reflects choices made by students. This section examines whether students were able to access the institutions, programs and courses of their choice. These are key indicators of the success of the overall post-secondary admissions system in meeting student demand.

For the second group of students, a key question is why these students who expressed a desire to continue did not, in fact, continue their studies. What factors limited their ability to pursue their educational goals?

The findings from both groups of students shed some light on the larger question of the ability of the BC post-secondary system to satisfy demand. However, the picture is incomplete because it does not include all applicants to the BC public post-secondary

system. Specifically, the access questions on the Outcomes survey addressed to students who continued their studies were asked only of those former students who continued their studies at a different institution. Due to an error in the administration of the 2002 survey, the access questions were not asked of students who continued at the same institution. Also, data are not available for many types of students who enter the BC public, post-secondary system, but are not included in the Outcomes study population, such as entrants from the K -12 system, universities, the private system, other provinces, etc (See "Limitations of this Analysis", Introduction).

2.B.1 Those Who Continued

The first portion of the analysis is based on the results of three questions posed to those students who continued at a different institution: 15H, 15I and 15J (see Appendix 1 for precise wording):

> Q15H: Of all the institutions you applied to after leaving [SENDING INSTITUTION], was [RECEIVING INSTITUTION] your first choice?
>
> Q15I: At [RECEIVING INSTITUTION], were you accepted into your preferred program of studies?
>
> Q15J: For the program of studies in which you were accepted, were you able to enroll in all the courses you desired during your first semester?

Key Findings

The study findings show that respondents who transferred to a different institution in the BC public system were very likely to access their institution, program and courses of choice.

- 92 percent got into their institution of choice (Table 14).
- 94 percent accessed their preferred program of study (Table 15).
- 85 percent got all the courses they wanted (Table 16).
- 5 percent were unable to get one of their first choices for courses.
- 10 percent were unable to get two or more of their first choices for courses.

Institution of Choice

In terms of getting their institution of choice, staying in BC and staying in the public system made a difference. Eighty-five percent of those who continued their studies outside BC were in their first choice of institution compared with 92 percent of those who continued at a different institution in the BC public system. In addition, those who stayed in BC, but entered the private system, were slightly less likely to be in their first choice of institution (88%).

Within the BC public system, some types of institutions were slightly more difficult to access than others. Regardless of the type of institution they left, respondents transferring to a university were more likely to say they were in their first choice institution than were respondents who transferred to a college, university college, or institute or OLA (Table 2.M). Respondents transferring from institutes, or OLA (70%) to university colleges were less likely to be in their institution of choice, as were respondents transferring from university colleges (81%) to colleges.

Table 2.M
Respondents Who Got their First Choice of Institution, By Type of Sending and Receiving Institution

	# who got first choice of institution (A)	# who continued (B)	% who got first choice of institution (A / B)
From Colleges	**2,634**	**2,859**	**92%**
To:			
Colleges	206	243	85
Institutes and OLA	368	419	88
University Colleges	164	184	89
Universities	1,896	2,013	94
From Institutes or OLA	**300**	**348**	**86%**
To:			
Colleges	64	77	83
Institutes and OLA	55	64	86
University Colleges	30	43	70
Universities	151	164	92
From University Colleges	**1,279**	**1,394**	**96%**
To:			
Colleges	126	155	81
Institutes and OLA	231	266	87
University Colleges	60	71	85
Universities	862	902	96
From All Institutions	**4,213**	**4,601**	**92%**
To:			
Colleges	396	475	83
Institutes and OLA	654	749	87
University Colleges	254	298	85
Universities	2,909	3,079	94

Note 1: 32 respondents who continued at a different institution in the BC public post-secondary system did not answer the question regarding first choice of institution

Note 2: Respondents who continued at the same institution were not asked this question.

Program of Choice

Only six percent of respondents who continued their studies at a different institution were unable to access their preferred program of study. The rate at which respondents reported being in their preferred program was consistently high regardless of the type of institution students left or entered (Table 2.N).

However, those who transferred to their institution of choice were slightly more likely to also get their program of choice. Ninety-four percent of those who were in the institution of their choice were also in the program of their choice, compared with 91 percent of those who did not get into the institution of their choice.

Table 2.N
Respondents Who Got Into Their Preferred Program, By Type of Sending and Receiving Institution

	# who got preferred program (A)	# who continued (B)	% who got preferred program (A / B)
From Colleges	**2,666**	**2,840**	**94%**
To:			
Colleges	239	244	98
Institutes and OLA	400	415	96
University Colleges	180	183	98
Universities	1,847	1,998	92
From Institutes and OLA	**335**	**348**	**96%**
To:			
Colleges	74	78	95
Institutes and OLA	63	65	97
University Colleges	40	42	95
Universities	158	163	97
From University Colleges	**1,304**	**1,384**	**94%**
To:			
Colleges	148	155	95
Institutes and OLA	258	265	97
University Colleges	65	69	94
Universities	833	895	93
From All Institutions	**4,305**	**4,572**	**94%**
To:			
Colleges	461	477	97
Institutes and OLA	721	745	97
University Colleges	285	294	97
Universities	2,838	3,056	93

Note 1: 61 respondents who continued at a different institution in the BC public post-secondary system did not answer the question regarding preferred program.

Note 2: Respondents who continued at the same institution were not asked this question.

Courses of Choice

The vast majority (85%) of respondents who transferred to a different institution in the BC public postsecondary system were successful in getting all of the courses they wanted in their first semester (Table 2.O). A further five percent were unable to get one

of their first choices of courses, and ten percent were unable to get two or more of their first choices. However, the rate at which respondents reported getting all of their courses varied substantially depending on the institution students entered (Table 2.O)

Table 2.O
Percentage Who Got their First Choice of Courses, By Receiving Institution

Receiving Institution	# who got all courses of choice (A)	# who continued their studies (B)	% who got all courses of choice (A/B)
Colleges	**394**	**469**	**84%**
Camosun College	24	33	73
Capilano College	50	58	86
College of New Caledonia	**	**	**
College of the Rockies	**	**	**
Douglas College	65	86	76
Langara College	77	102	75
North Island College	**	**	**
Northern Lights College	**	**	**
North West Community College	**	**	**
Selkirk College	**	**	**
Vancouver Community College	110	116	95
Institutes and OLA	**709**	**740**	**96%**
BCIT	426	442	96
Emily Carr Institute of Art and Design	43	45	96
Institute of Indigenous Government	**	**	**
Justice Institute	48	51	94
Nicola Valley Institute of Technology	**	**	**
Open Learning Agency	192	202	95
University Colleges	**230**	**291**	**79%**
University College of the Cariboo	28	29	97
University College of the Fraser Valley	63	84	75
Kwantlen University College	79	105	75
Malaspina University-College	29	33	88
Okanagan University College	31	40	78
Universities	**2,517**	**3,044**	**83%**
Royal Roads University	71	71	100
Simon Fraser University	695	901	77
Technical University of BC	**	**	**
University of British Columbia	1,020	1,239	82
University of Northern British Columbia	144	166	87
University of Victoria	583	663	88
Grand Total All Institutions	**3,850**	**4,544**	**85%**

Note 1: 89 respondents who continued at a different institution in the BC public post-secondary system did not answer the question regarding choice of courses.

Note 2: Respondents who continued at the same institution were not asked this question.

Note 3: Data have been suppressed and marked ** where fewer than 20 respondents continued their studies, however, subtotals and totals include data from all institutions in the corresponding group.

Overall, respondents were most likely to get all of the courses they wanted if they entered an institute or OLA (96%). Those who entered university colleges were the least likely to get all of the courses they wanted (79%), although there was significant variation among university colleges from a high of 97 percent at Cariboo to a low of 75 percent at both Fraser Valley and Kwantlen. Among colleges, VCC had the highest percentage of respondents receiving all the courses they wanted (95%). Consistent with the findings from the last study, Simon Fraser University had the lowest rate (77%) among universities for students getting all of the courses they wanted.

2.B.2 Those Who Did Not Continue

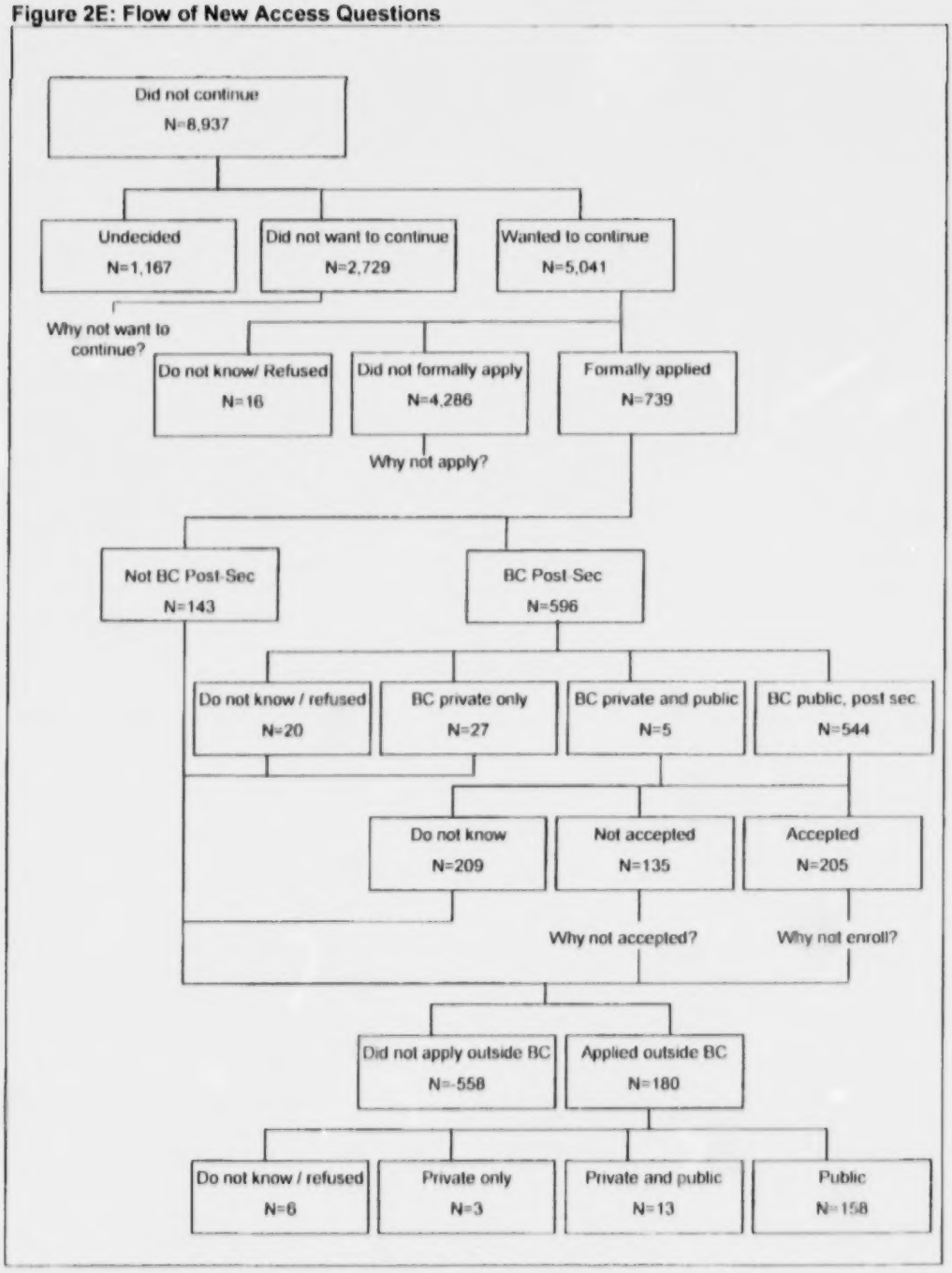
This portion of the analysis is based on the results of a series of 11 new questions designed to shed light on the experiences of students who may have tried unsuccessfully to continue their studies. The chart on the next page represents the flow and distribution of responses across the response categories for the new set of questions. A number of data issues exist in this section, reflecting the fact that these questions were asked for the first time on the 2002 survey. Appendix 3 provides recommendations on how the questions might be restructured and worded to avoid the same issues in the future.

Key Findings

Although a large proportion of students who did not continue their studies expressed a desire to do so, very few had actually submitted a formal application. Among those who submitted applications, top reasons for not being accepted or enrolling include: deciding to work instead, a lack of financial resources, and insufficient spaces in desired programs.

- 56 percent of respondents who did not continue their studies expressed a desire to continue.
- Only 15 percent of those who wanted to continue their studies actually submitted an application. Most of those who did not apply decided to work at a job instead (46%) or cited financial barriers to continuing their education (16%) as the main reason they had not applied.
- 38 percent of those who applied to a BC public institution were accepted. Top barriers to enrolling included the need to work at a job, lack of financial resources, and insufficient spaces in programs.
- For the 25 percent of applicants who were not accepted, grades and available spaces were the most commonly cited reasons for not being accepted.
- The remaining 37 percent of those who applied had not heard whether or not they were accepted at the time of the interview.

Figure 2E: Flow of New Access Questions



Barriers to Continuing

Of the 17,260 respondents to the 2002 survey, 9,169 reported they had not continued their studies after leaving their program at their institution. In setting the questions for this new section, an assumption was made that all those respondents who had not continued their studies at the time of the interview were not enrolled in a course or program. Of those who initially said they had not continued their studies, in fact 232 respondents revealed they had been accepted and were enrolled and ready to start at a definite date in the future. As this section of questions was intended for students who were not continuing, these 232 students were removed from the analysis, therefore focusing on the responses of 8,937 (9,169-232) students who had not continued their studies and who were not enrolled to start a course or program at a date in the near future.[5]

When these 8,937 respondents were asked if they wanted to continue their studies, the majority (56%) said "yes", a further 31 percent said "no", and 13 percent were undecided. Many of the respondents who said they did not want to continue their studies (43%) had made a decision to work at a job instead of continuing their education. A further 39 percent reported they had already achieved their educational goals.

Although a fairly large group of 5,041 respondents reported a desire to continue their studies, only 15 percent actually made a formal application. Many of those who did not formally apply said they decided to work at a job instead (46%). A further 16 percent cited financial resources as a barrier to applying, and 11 percent said they were taking a break from school.

Table 2.P
Reasons for Not Applying

Reason For Not Applying	# reporting issue (A)	# who did not apply (B)	% of respondents reporting issue (A/B)
Decided to work at a job instead	1,944	4,221	46%
Did not have financial resources	676	4,221	16
Just wanted a break from studying	453	4,221	11
Other personal circumstances made it difficult	408	4,221	10
Wanted to re-think educational goals	294	4,221	7
Other reason	446	4,221	11

Note: 65 respondents did not answer the question about reasons for not applying.

Those who applied to at least one public institution in BC were asked whether they were accepted. Thirty eight percent indicated they had been accepted, and thirty seven percent said they were not accepted. A rather large group of 209 respondents (38%)

[5] Note that the decision to remove 232 respondents from the analysis means that results presented in this report for those who did not continue vary slightly from results presented in the *2002 Highlights: BC College and Institute Student Outcomes*.

reported they did not know. A "do not know" response is often indicative of a refusal to answer a question. However, in this case, because of the large number of respondents, it is assumed that they had not heard from the institutions to which they applied.

Those who were not accepted were asked to report the main reason they were not accepted. Grades were a barrier to continuing studies for 27 percent of those whose application to a public BC institution was rejected. For close to a quarter of those who were not accepted, the issue was not with their own qualifications, but with the ability of the post-secondary system to supply enough spaces to meet demand. Some students reported being on waiting lists, others said the course they applied to was cancelled due to a lack of funding.

Table 2.Q Main Reasons for Not Being Accepted

Reason For Not Being Accepted	# who reported issue (A)	# who were not accepted (B)	% of respondents who reported issue (A/B)
Grades not high enough	33	124	27%
Available spaces taken / course cancelled	30	124	24
Did not have pre-requisites	20	124	16
Still waiting to hear if accepted	13	124	11
Other reason	28	124	23

Note: 11 respondents did not answer the question about reasons for not being accepted

Of the respondents who were accepted, 26 percent said they decided to work at a job instead of returning to school. For 19 percent of respondents who were accepted, financial resources were a barrier to returning to school. Another 18 percent were unable to enroll because courses were cancelled or available spaces were taken – many of these respondents were on waiting lists at the time of the interview

Table 2.R Main Reasons for Not Enrolling

Reason For Not Enrolling	# who reported issue (A)	# who did not enroll (B)	% of respondents who reported issue (A/B)
Decided to work at a job instead	48	185	26%
Did not have financial resources	35	185	19
Available spaces taken / course cancelled	34	185	18
Other personal circumstances made it difficult	23	185	12
Other reason	45	185	24

Note: 20 respondents did not answer the question about reasons for not enrolling

Where They Applied From

The data do not suggest that location is a key factor influencing a student's ability to go on to further education. The 739 respondents who applied, but did not continue their studies, were distributed across sending institutions in a similar pattern to those students who actually continued. The data do not show any evidence of students from more remotely located institutions being more likely to apply, but not continue their studies than their urban counterparts. As well, location is not among the top barriers cited by respondents for not enrolling (Table 2.R).

Where They Applied To

Section 2.A.2, Table 2.D shows that 94 percent of those students who continued their studies stayed in the province of BC. For the 739 respondents who applied to continue their studies, BC was also a popular choice, with 82 percent of respondents submitting applications to at least one BC institution. A quarter of respondents who made formal applications sent at least one outside BC. A total of 53 respondents (7%) sent applications to institutions outside of BC, as well as to institutions within the province.

Table 2.S
Where Respondents Who Did not Continue Applied, By Location

Destination of Further Studies	All Programs	
	#	%
British Columbia only	**542**	**75**
BC and Outside BC	**53**	**7**
Outside BC only	**127**	**18**
All Known Destinations	**722**	**100%**
Unknown Destinations	17	

Almost all of those applying to institutions within BC applied to public institutions (91%). A further five percent applied to private institutions only. A few respondents (1%) applied to both public and private institutions, and the remaining three percent did not indicate the type of institution to which they applied.

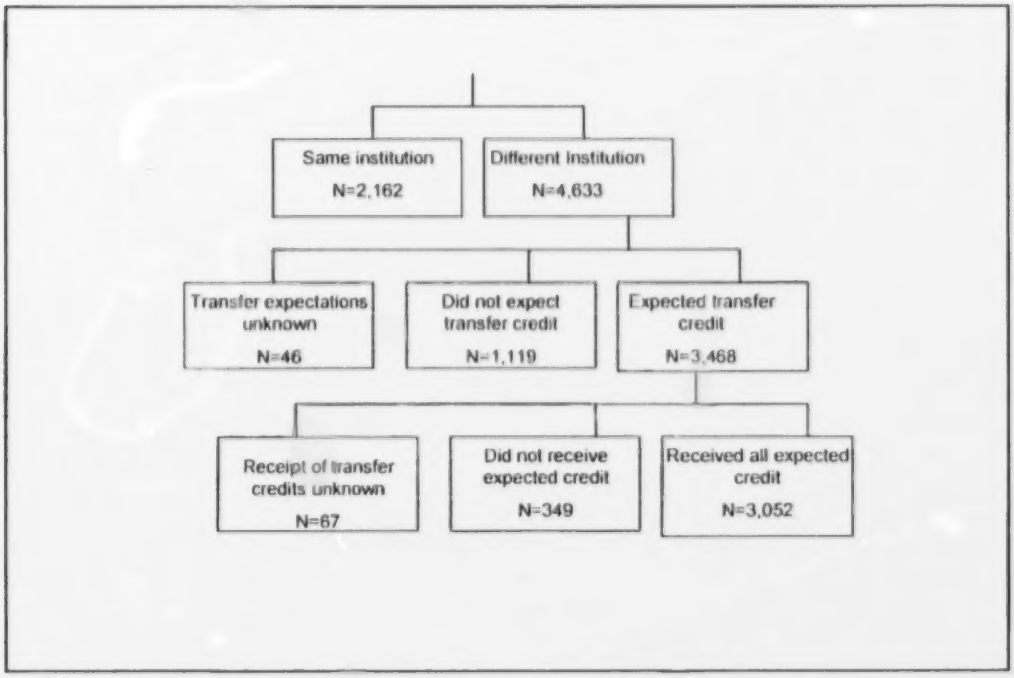
3 Transfer

The Transfer chapter of this report is divided into three sections. The first section, *Transfer Expectations*, presents a profile of respondents who expected to transfer credits to their new institution and reviews their feedback regarding issues encountered and overall satisfaction with their transfer experience. The next section, *Where Unmet Expectations Are Concentrated* looks at sending and receiving institutions to see both where there is a higher incidence of transfer issues and where in the system respondents who reported not realizing their transfer expectations were concentrated. The third and final section *Does Knowledge Help?* addresses questions related to how knowledge of the transfer system impacts the likelihood of transfer success.

3.A Transfer Expectations

The experiences of respondents who transferred to a different BC public institution with the expectation of transferring credits (N=3,468) are the focus of this section. These respondents have direct experience with the transfer system in BC and their feedback is extremely valuable to the development of a responsive and effective credit transfer system.

Figure 3.A: Respondents with Transfer Expectations



It is important to note that many of the results presented here reflect respondents' impressions of the effectiveness of the system. Some of the issues identified by respondents may be "perceived" as problems, but may actually be reasonable transfer outcomes. These issues may best be addressed through targeted information campaigns aimed at educating students about what courses are and are not transferable within the system. The analysis in the next section of this chapter helps to identify where education campaigns might be directed to achieve the greatest overall benefit to the system.

Key Findings

Profile

- Respondents who expected to transfer credits tended to be:
    - transferring from a college;
    - transferring from Arts and Sciences programs;
    - transferring to a related program;
    - transferring to a university;
    - younger than respondents who did not expect to transfer credits.

Meeting Transfer Expectations

- 90 percent of respondents indicated they received the transfer credit they expected, with the remaining 10 percent indicating they did not receive all expected transfer credit.
- The extent of transfer issues appeared relatively minor; less than one percent of respondents who expected to transfer credits did not receive any of the transfer credits they expected.
- The most common reason for not receiving expected transfer credits, mentioned by 51 percent of transfer respondents, was that the original course or program was not designed for transfer to the receiving institution (Table 3.A).

Overall Satisfaction

- 88 percent of transfer respondents were "very satisfied" or "satisfied' with their overall transfer experience (Figure 3.B).
- Success in transferring credits was closely related to satisfaction; 11 percent of those who did not transfer the credits they expected were "very unsatisfied" with their overall transfer experience (Table 3.B).

3.A.1 Profile of Respondents with Expectations to Transfer Credits

Three quarters of respondents who transferred to a different institution expected to transfer credits (N=3,468). Responses to survey question 15K were used to identify respondents who expected to transfer credits from one institution to another (Appendix 1).

> Q15K: Did you expect to transfer credits from [SENDING INSTITUTION] to [RECEIVING INSTITUTION]?

Respondents who answered "yes" to question 15K were different from other respondents in the following ways:

- *Transferring from an Arts and Sciences program:* 87 percent of Arts and Sciences respondents expected to transfer credits, compared to 59 percent of Applied program students.
- *Transferring to a related program:* 93 percent of respondents with an expectation to transfer credits continued in fields they described as "very" or "somewhat" related to their previous studies; the comparable figure for those who did not expect to transfer credits was 66 percent.
- *Transferring from a college:* 82 percent of respondents transferring from colleges expected to transfer credits, compared to 73 percent of respondents from university colleges, and 38 percent of respondents from institutes and OLA.
- *Transferring to a university:* 92 percent of those transferring to a university expected to transfer credits.
- *Demographics:* Respondents who expected transfer credit were on average about 25 years of age, or about four years younger than those who did not expect transfer credit. Females comprised 61 percent of former Arts and Sciences respondents who expected to transfer credits and 65 percent of those who did not expect to transfer credits. Among Applied program respondents, those who reported transfer expectations and those who did not were equally likely to be females (57%).

3.A.2 Meeting Transfer Expectations

Three survey questions form the basis for this portion of the analysis: questions 15N, 15P, and 15O (see Appendix 1 for precise wording):

> Q15N: Did you get the course transfer credit you expected?
>
> Q15P: Of the courses you expected to transfer, how many did not transfer?
>
> Q15O: What were the reasons you DID NOT get the transfer credit you expected?

The results of question 15N show that 90 percent of respondents indicated they received the transfer credit they expected, with the remaining 10 percent (N=349)[6] indicating they did not receive all expected transfer credit; down two percentage points from 2000.

Question Q15P helps to assess the extent of transfer issues reported by the 10 percent of respondents who said they did not get all the transfer credit they expected. It appears very few respondents' expectations went completely unmet; less than one percent of transfer respondents were unable to transfer any of their courses; four percent were unable to transfer one or two courses; three percent were unable to transfer between three and five courses; and the remaining two percent were unable to transfer six or more courses.

The reasons cited for not receiving expected transfer credits (Question 15O) make it clear that many cases of unmet expectations were related to poor knowledge of the transfer system. Just over half (51%) of the respondents who did not receive all of the transfer credits they expected said their "original courses or program were not designed for transfer" to their receiving institution. Also among the top reasons cited by respondents for not receiving all of their transfer credit was a lack of understanding of transfer requirements (39%).

Table 3.A shows the reasons referenced by survey respondents for not receiving the transfer credit expected.[7]

---

[6] 371 respondents who transferred to a different institution within the BC public post-secondary system indicated they did not receive all the transfer credit they expected (Q15N). However, in response to Q15O, 22 of these respondents indicated they, in fact, got all the transfer credit they expected. The response for Q15N for these 22 respondents was, therefore, recoded to "no", leaving 349 respondents indicating they did not get all expected transfer credit.

[7] In the 2002 administration of the survey, respondents were prompted with each of the reasons in Table 3.A when asked Q15P. This is a change from the 2000 survey, where respondents were simply asked the reason for not getting all expected credit and interviewers coded the response to the appropriate category. Due to this change, data are not comparable between the 2000 survey and the 2002 survey for this question.

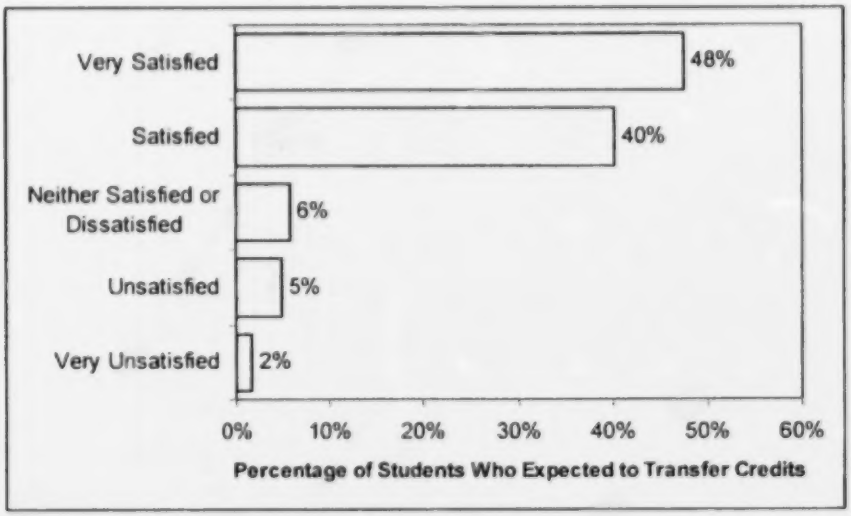
Table 3.A
Reasons for Not Receiving Transfer Credit

Reason For Not Receiving Transfer Credit	# who reported issue (A)	# with unmet transfer expectations (B)	% of respondents with unmet expectations who reported issue (A/B)
Original courses or program were not designed for transfer	179	349	51%
Courses transferred but could not all be used toward degree	159	349	46
Did not know or understand transfer requirements	137	349	39
Received unassigned credit when expected to receive specific credit	124	349	36
Received fewer transfer credits for a particular course than initially received (e.g., a 4 credit course only received 3 credits)	100	349	29
Completed more credits than allowed to transfer	84	349	24
Other	66	349	19

3.A.3 Overall Satisfaction

In response to question 15Q - How satisfied were you with your overall transfer experience? (see Appendix 1 for precise wording) - respondents expressed a very high level of satisfaction; 88 percent said they were "very satisfied" or "satisfied". Only seven percent were "unsatisfied" or "very unsatisfied" (Figure 3.B).

Figure 3.B: Respondents' Satisfaction with their Overall Transfer Experience



Ninety-three percent of respondents who received all expected transfer credits were "very satisfied" or "satisfied" with their overall transfer experience, compared to 47 percent of those who did not receive all of their expected transfer credits (Table 3.B).

Note that even among those who received all of their expected transfer credit, seven percent remained neutral or unsatisfied with their overall transfer experience.

Table 3.B
Satisfaction with Overall Transfer Experience,
By Whether Respondents' Transfer Expectations were Met

	Did not receive all expected transfer credit		Received all expected transfer credit		All respondents	
Transfer Satisfaction	#	%	#	%	#	%
Very satisfied	34	10	1,594	52	1,628	48
Satisfied	129	37	1,234	41	1,363	40
Neither satisfied nor dissatisfied	63	18	120	4	183	6
Unsatisfied	83	24	72	2	155	5
Very unsatisfied	37	11	21	1	58	2
All respondents	346	100	3,041	100	3,387	100
Non-response	3		11		14	

3.B WHERE UNMET EXPECTATIONS ARE CONCENTRATED

This section looks at the distribution of respondents with unmet transfer expectations across the system. With limited resources, the Council and educational institutions need direction in terms of where their efforts would be most effectively targeted to achieve the greatest reduction in unmet transfer expectations.

While there are 3,052 respondents whose transfer expectations were met, there are only 349 respondents whose expectations were not met. The low number of respondents in the latter group limits the amount of detail in the analysis that follows.

Key Findings

- The overall percentage of students reporting unmet transfer expectations fell by two percentage points between the 2000 and 2002 survey, from 12 percent to 10 percent (Table 3.C).
- Respondents transferring to related programs were more likely to realize their transfer expectations (Table 3.I).
- Five sending institutions accounted for 65 percent of respondents who did not realize their transfer expectations: Kwantlen University College (19%), Langara College (14%), Capilano College (11%), Camosun College (11%), and Douglas College (10%). This reflects the volume of respondents transferring from these institutions, rather than unusually high rates of respondents not meeting their transfer expectations (Table 3.E).

Key Findings (con't)

- The likelihood of not receiving the expected transfer outcome was highest when transferring to institutes or OLA (14%). Emily Carr Institute of Art and Design (17%) had the highest rate within the institute group of respondents reporting unmet expectations. However, the institutes and OLA group accounted for only a small percentage (10%) of all respondents who reported their transfer expectations were not met (Table 3.F).

- Among colleges, respondents entering Camosun (19%) and Douglas (18%) were relatively more likely to not realize their transfer expectations, but together these respondents accounted for only three percent of all respondents who did not receive expected credits (Table 3.F).

- Ten percent of all respondents with transfer expectations who entered universities did not receive all of the transfer credit they expected, compared to 14 percent of those who transferred to institutes or OLA, 13 percent of those who entered colleges, and 11 percent of those who transferred to university colleges. However, due to the volume of students transferring from the college, university college, and institute sector to universities, universities accounted for 78 percent of all respondents whose transfer expectations were not met (Table 3.F).

- Respondents who did not receive their expected credits were even more concentrated across receiving institutions than across sending institutions. Three institutions accounted for 69 percent of respondents who did not receive their expected transfer outcome: University of British Columbia (29%), Simon Fraser University (20), and University of Victoria (20%). This relative concentration of respondents who did not receive their expected credits reflects the volume of respondents entering these institutions, rather than a tendency for these institutions to not grant credit (Table 3.F).

- Arts and Sciences students and Applied students in programs of 13-36 months duration accounted for 88 percent of respondents who did not receive their expected transfer credit (Table 3.H).

The overall percentage of students reporting unmet transfer expectations fell by two percentage points between the 2000 and 2002 survey, from 12 percent to 10 percent (Table 3.C). The improvement was reported by students regardless of the type of institution they left or entered. Especially notable is the reduction from 24 percent to 14 percent in the proportion of students reporting unmet expectations after leaving institutes or OLA, and the reduction from 18 percent to 11 percent in the proportion of respondents who reported unmet expectations after transferring to university colleges.

Table 3.C
Comparison of Rates of Unmet Transfer Expectations Between the 2000 and 2002 Surveys

	2000	2002
By sending institution type:		
Colleges	12%	9%
Institutes and OLA	24	14
University Colleges	12	12
By receiving institution type:		
Colleges	15%	13%
Institutes and OLA	14	14
University Colleges	18	11
Universities	11	10
Overall Average	**12%**	**10%**

Despite the overall reduction in the percentage of students reporting unmet transfer expectations, transfer remains more of an issue for some types of institutions than others. Table 3.D shows the percentage of respondents whose transfer expectations were not met by the type of institution they left and the type they entered. It shows that students transferring from colleges (9%) had the lowest likelihood of not receiving the transfer credit they expected. However, the relatively high volume of students transferring from colleges means that they account for 60 percent of all respondents reporting unmet expectations.

Respondents transferring from university colleges (12%) and institutes and OLA (14%) were somewhat more likely to report not receiving all of the credit they expected. Although the numbers are quite small, it is interesting that respondents transferring from one university college to another university college (23%) were the most likely to report not receiving all of the transfer credit they expected.

On the receiving side, it is notable that universities accounted for disproportionately fewer respondents who reported their transfer expectations were not met than all other types of receiving institutions. That is, 10 percent of all respondents with transfer expectations who entered universities did not receive all of the transfer credit they expected, compared to 14 percent of those who entered institutes or OLA, 13 percent of those who transferred to colleges, and 11 percent of those who transferred to university colleges.

However, due to the volume of students transferring from the college, university college, and institute sector to universities, universities received 78 percent of all respondents whose transfer expectations were not met.

Table 3.D
Percentage Distribution of Respondents with Transfer Expectations and Respondents with Unrealized Transfer Expectations, By Sending and Receiving Institution Type

	# respondents with unmet transfer expectations (A)	# respondents with transfer expectations (B)	% respondents with unmet expectations by sending / receiving combination (A/B)	% respondents with unmet expectations (A/(sumA))
From Colleges	**209**	**2,283**	**9%**	**60%**
to: Colleges	10	85	12	3
Institutes and OLA	22	159	14	6
University Colleges	9	123	7	3
Universities	168	1,916	9	48
From Institutes and OLA	**18**	**128**	**14%**	**5%**
to: Colleges	**	**	**	**
Institutes and OLA	**	**	**	**
University Colleges	**	**	**	**
Universities	12	88	14	3
From University Colleges	**122**	**990**	**12%**	**35%**
to: Colleges	8	63	13	2
Institutes and OLA	13	91	14	4
University Colleges	10	44	23	3
Universities	91	792	11	26
From All Institutions	**349**	**3,401**	**10%**	**100%**
to: Colleges	22	163	13	6
Institutes and OLA	36	265	14	10
University Colleges	20	177	11	6
Universities	271	2,796	10	78

Note: 67 respondents did not say whether they received their expected transfer credits
Note : Data have been suppressed and marked ** where fewer than 20 respondents continued their studies with an expectation to transfer credits, however, subtotals and totals include data from all institutions in the corresponding group.

The detailed breakdown by sending institution provided in Table 3.E helps to further pinpoint concentrations of respondents who reported not receiving their expected transfer credits. The last column shows the percentage distribution of all respondents who did not receive the transfer credits they expected across institutions. These percentages reflect, to a large extent, the distribution of transfer respondents across institutions. The first percentage column shows the percentage of transfer respondents from each institution who did not get the transfer credit they expected.

Comparing the last two columns of Table 3.E shows that institutions that tend to have higher percentages of respondents who did not receive their expected transfer credits (first percentage column) tend to produce relatively few transfer students with unmet transfer expectations (last percentage column). For instance, although respondents transferring from VCC were relatively more likely to not receive their expected transfer credits (31%), VCC accounted for only five percent of all respondents who did not receive all of their transfer credit.

Due to the relative volume of respondents transferring from different institutions, respondents who reported not receiving their expected transfer credits are quite concentrated. In fact, five sending institutions account for 65 percent of respondents who did not realize their transfer expectations: Kwantlen University College (19%), Langara College (14%), Capilano College (11%), Camosun College (11%), and Douglas College (10%). This concentration of respondents who did not realize their expectations does not reflect poor performance on the part of these institutions, but reflects the volume of students transferring from these institutions with the expectation to transfer credits.

Table 3.E
Respondents Unable to Transfer Some or All Credits, By Sending Institution

Sending Institution	# respondents with unmet transfer expectations (A)	# respondents with transfer expectations (B)	% respondents with unmet expectations by institution (A/B)	% respondents with unmet expectations (A/(sum A))
Colleges	**209**	**2,283**	**9%**	**60%**
Camosun College	39	358	11	11
Capilano College	37	467	8	11
College of New Caledonia	19	136	14	5
College of the Rockies	**	**	**	**
Douglas College	35	506	7	10
Langara College	50	621	8	14
North Island College	**	**	**	**
Northern Lights College	**	**	**	**
North West Community College	3	23	13	1
Selkirk College	8	84	10	2
Vancouver Community College	16	51	31	5
Institutes and OLA	**18**	**128**	**14%**	**5%**
BCIT	17	112	15	5
Emily Carr Institute of Art and Design	**	**	**	**
Institute of Indigenous Government	**	**	**	**
Justice Institute of BC	**	**	**	**
Nicola Valley Institute of Technology	**	**	**	**
Open Learning Agency	**	**	**	**
University Colleges	**122**	**990**	**12%**	**35%**
University College of the Cariboo	10	76	13	3
University College of the Fraser Valley	16	97	16	5
Kwantlen University College	67	604	11	19
Malaspina University-College	22	119	18	6
Okanagan University College	7	94	7	2
Grand Total All Institutions	**349**	**3,401**	**10%**	**100%**

Note: 67 respondents did not say whether they received their expected transfer credits
Note : Data have been suppressed and marked ** where fewer than 20 respondents continued their studies with an expectation to transfer credits, however, subtotals and totals include data from all institutions in the corresponding group.

3.B.1 Receiving Institution

The results by individual receiving institution show that, with the exception of the University of Northern British Columbia (19%), respondents transferring to universities were among the least likely to report unmet transfer expectations, (Table 3.F). This is very encouraging given that 82 percent (2,796 / 3,401, Table 3.D) of all respondents who expected to transfer credits continued their studies at universities.

Table 3.F
Respondents Unable to Transfer Some or All Credits, By Receiving Institution

Receiving Institution	# respondents with unmet transfer expectations (A)	# respondents with transfer expectations (B)	% respondents with unmet expectation by inst (A/B)	% respondents with unmet expectations (A/(sum A))
Colleges	**22**	**163**	**13%**	**6%**
Camosun College	4	21	19	1
Capilano College	4	25	16	1
College of New Caledonia	**	**	**	**
College of the Rockies	**	**	**	**
Douglas College	7	39	18	2
Langara College	5	43	12	1
North Island College	**	**	**	**
Northern Lights College	**	**	**	**
North West Community College	**	**	**	**
Selkirk College	**	**	**	**
Vancouver Community College	**	**	**	**
Institutes and OLA	**36**	**265**	**14%**	**10%**
BCIT	19	149	13	5
Emily Carr Institute of Art and Design	6	35	17	2
Institute of Indigenous Government	**	**	**	**
Justice Institute of BC	**	**	**	**
Nicola Valley Institute of Technology	**	**	**	**
Open Learning Agency	11	77	14	3
University Colleges	**20**	**177**	**11%**	**6%**
University College of the Cariboo	**	**	**	**
University College of the Fraser Valley	12	59	20	3
Kwantlen University College	4	55	7	1
Malaspina University-College	1	22	5	0
Okanagan University College	2	24	8	1
Universities	**271**	**2,796**	**10%**	**78%**
Royal Roads University	1	50	2	0
Simon Fraser University	70	847	8	20
Technical University of BC	**	**	**	**
University of British Columbia	100	1,127	9	29
University of Northern British Columbia	29	153	19	8
University of Victoria	71	616	12	20
Grand Total All Institutions	**349**	**3,401**	**10%**	**100%**

Note: 67 respondents did not say whether they received their expected transfer credits
Note: Data have been suppressed and marked ** where fewer than 20 respondents continued their studies with an expectation to transfer credits, however, subtotals and totals include data from all institutions in the corresponding group.

The likelihood of not receiving the expected transfer outcome was highest when transferring to institutes or OLA (14%). Emily Carr Institute of Art and Design (17%) had the highest rate within the institute group of respondents reporting unmet expectations. However, the institutes and OLA group accounted for only a small percentage (10%) of all respondents who reported their transfer expectations were not met.

Considering the distribution of respondents who did not receive their expected credits, respondents are even more concentrated across receiving institutions than they are across sending institutions. Three institutions account for 69 percent of respondents who did not receive their expected transfer outcome: the University of British Columbia (29%), Simon Fraser University (20%), and the University of Victoria (20%). No other single institution accounts for more than eight percent of all respondents whose transfer expectations were not met. As in the case of sending institutions, this concentration of respondents who did not receive their expected credits reflects the volume of respondents entering these institutions, rather than a tendency for respondents to not be granted credit by these institutions.

Transfers between the top five sending institutions, Kwantlen University College Capilano College, Douglas College, Camosun College, and Langara College, and the three top receiving institutions, University of British Columbia, Simon Fraser University and the University of Victoria, account for 53 percent of all respondents whose transfer expectations were not met. Targeted information campaigns at these five sending institutions have the potential to reach a large audience and, thereby, reduce significantly the number of students with unmet transfer expectations in the future. Similarly, attention to articulation issues between these institutions has the potential to yield large reductions in the volume of students reporting unmet transfer expectations.

3.B.2 Program of Transfer and Relatedness of Further Studies

Overall, respondents from Applied programs (13%) were more likely to report not realizing their transfer expectations than respondents from Arts and Sciences programs (9%) (Table 3.G). Among Applied programs, respondents from Computer and Information Services (25%), Visual, Performing and Fine Arts (21%), and Recreation, Tourism and Hospitality (21%), were the most likely to report not receiving the transfer credit they expected.

A comparison of the last two columns of Table 3.G shows that programs that tend to have higher percentages of respondents with unmet expectations tend to produce relatively few transfer students. For instance, a quarter of Computer and Information Science respondents reported not receiving their expected transfer credits, but these students accounted for only two percent of all respondents with unmet expectations.

Among Applied programs, Business and Management programs stand out as an area where information campaigns and attention to articulation issues would be well targeted. Although other Applied programs have higher rates of students reporting unmet expectations, the relatively high enrolments in Business and Management programs means that they account for 16 percent of all respondents reporting unmet transfer expectations.

Table 3.G
Respondents Unable to Transfer Some or All Credits, By Program Area

	# respondents with unmet transfer expectations (A)	# respondents with transfer expectations (B)	% respondents with unmet expectations, by program (A/B)	% respondents with unmet expectations (A/(sum A))
Applied Programs	**145**	**1,083**	**13%**	**42%**
Agriculture, Nat. Resources and				
Science Tech	5	40	13	1
Business and Management	57	369	15	16
Communications	**	**	**	**
Computer and Information Sciences	6	24	25	2
Construction and Precision Production	**	**	**	**
Education and Library Sciences	4	83	5	1
Engineering, Electrical and Electronics	14	117	12	4
Health Related	5	33	15	1
Legal and Social	17	28	13	5
Mechanical and Related	**	**	**	**
Nursing	8	145	6	2
Recreation, Tourism, Hospitality and				
Service	7	34	21	2
Transportation	**	**	**	**
Visual, Performing and Fine Arts	21	98	21	6
Arts and Sciences Programs	**204**	**2,318**	**9%**	**58%**
Grand Total All Programs	**349**	**3,401**	**10%**	**100%**

Note: 67 respondents did not say whether they received their expected transfer credits
Note : Data have been suppressed and marked ** where fewer than 20 respondents continued their studies with an expectation to transfer credits, however, subtotals and totals include data from all programs in the corresponding group.

Respondents from Arts and Sciences programs were relatively less likely to report not receiving the transfer credit they had expected (9%), yet their high numbers mean that they account for 58 percent of all respondents with unmet transfer expectations (Table 3.H). A further 30 percent of all respondents with unmet transfer expectations were from Applied programs of 13-36 months duration.

Table 3.H
Respondents Unable to Transfer Some or All Credits, By Program Type and Duration

	# of respondents with unmet transfer expectations (A)	# of respondents with transfer expectations (B)	% of respondents with unmet expectations, by duration (A/B)	% of all respondents with unmet expectations (A/(sum A))
Applied Programs	**145**	**1,083**	**13%**	**42%**
0-6 months	**	**	**	**
7-12 months	30	190	16	9
13-36 months	106	847	13	30
Upper division	5	28	18	1
Arts and Sciences Programs	**204**	**2,318**	**9%**	**58%**
All Programs	**349**	**3,401**	**10%**	**100%**

Note: 67 respondents did not say whether they received their expected transfer credits
Note : Data have been suppressed and marked ** where fewer than 20 respondents continued their studies with an expectation to transfer credits, however, subtotals and totals include data from all programs in the corresponding group.

Analysis of question 16 - How related to your [NAME OF PROGRAM] program at [SENDING INSTITUTION] were / are your further studies at [RECEIVING INSTITUTION]? (see Appendix 1 for precise wording) – shows that program relatedness has a positive impact on the likelihood of respondents reporting their expectations were met. Those who transferred to "very related" programs were less likely to report their transfer expectations were not met (8%) than respondents who transferred to "somewhat"(12%), "not very" (16%) or "not at all" (21%) related programs. (Table 3.I).

Table 3.I
Respondents Whose Transfer Expectations were Met, By Relatedness of Further Studies

Relatedness of further study	# of respondents with unmet transfer expectations (A)	# of respondents with transfer expectations (B)	% of respondents with unmet expectations (A/B)	% of all respondents with unmet expectations (A/(sum A))
Not at all related	18	84	21%	5%
Not very related	25	156	16	7
Somewhat related	133	1,108	12	38
Very related	1172	2,041	8	49
All Respondents	348	3,389	10%	100%

Note: 12 respondents who answered the question about receiving expected transfer credit (Q15N) did not answer the question about relatedness of further studies (Q16).

3.C Does Knowledge Help?

Given that just over half the respondents who did not receive their expected transfer credits said their original courses were not designed for transfer, knowledge of the system may have a role to play in successful transfer. This section looks at respondents' knowledge of the transfer system, and how knowledge impacts transfer success.

Key Findings

- There is a clear relationship between successful transfer and obtaining information about how courses transfer; respondents who received all of their expected transfer credits were more likely than those who reported not realizing their transfer expectations to base their expectations on "a lot" of information about the transfer system (Table 3.J).
- More students cited the BC Transfer Guide among their top two sources for transfer information than any other transfer information source (Table 3.K).

3.C.1 Amount of Information

Respondents who indicated an expectation to transfer credits were asked question 15L: Why did you expect to receive transfer credit? (see Appendix 1 for precise wording). Of those who indicated they based their expectations on "a lot" of information, six percent did not realize their expectations; the comparable figure for those who "simply assumed" was 15 percent (Table 3.J).

Table 3.J
Amount of Information Upon Which Transfer Expectations Were Based, By Whether Respondents' Transfer Expectations Were Met

Amount of Information	# of respondents with unmet transfer expectations (A)	# of respondents with transfer expectations (B)	% of respondents with unmet expectations (A/B)	% of all respondents with unmet expectations (A/(sum A))
A lot of information	104	1,775	6%	31%
Some information	140	911	15	41
Simply assumed	96	653	15	28
All Respondents	340	3,339	10%	100%

Note: 9 respondents who did not get all expected transfer credit did not answer the question about amount of information and 53 respondents who reported getting all of their transfer credits did not answer the question

3.C.2 Type of Information

Question 15M asked respondents to name their two most important sources of information about the transfer credit they expected to receive (see Appendix 1 for precise wording). More students named the BC Transfer Guide among their top two sources than any other source. Counselors and advisors were among the top two sources consulted by close to half of respondents. Relatively few respondents (5%) reported *B.C. Transfer TIPS* among their top two sources of information regarding the transfer credit they could expect to receive. This may be because the TIPS handbook provides general information about how transfer between B.C. post-secondary institutions works. As such, respondents would be unlikely to select this as a key source providing information about the specific transfer credit they could expect to receive.

Respondents' top transfer information sources did not appear to be related to the likelihood of receiving the expected transfer outcome. Those who successfully transferred their credits and those who did not were about equally likely to name each of six different sources of transfer information among their two most important sources (Table 3.K).

Table 3.K
Respondents Who Reported Each Transfer Information Source Among Their Two Most Important Sources,
By Whether Respondents' Expectations Were Met

	Of respondents who received expected transfer credit			Of respondents who did not receive expected transfer credit		
Transfer Information Source	# who said top two source	# resp.	%	# who said top two source	# resp.	%
BC Transfer Guide	1,692	3,039	56%	174	342	51%
Counselor, Student Advisor or Other College Official	1,494	3,039	49	149	342	44
A Student or Other Person	380	3,039	13	39	342	11
An Instructor	374	3,039	12	46	342	13
Other written documents	338	3,039	11	45	342	13
Transfer TIPS Handbook	141	3,039	5	16	342	5

Note: 7 respondents who did not receive the transfer credits they expected did not answer the question about information sources and 13 of those who reported receiving their expected transfer credits did not answer the question.

4 Conclusions / Recommendations

The main finding of this report is that the admissions and transfer system in BC is working very well for students who continue their studies after having studied at one of BC's colleges, university colleges, institutes, or OLA. In terms of access, the great majority of continuing students reported getting into the institution, program and all of the courses of their choice. In terms of transfer, only 10 percent of students reported not receiving all of their expected transfer credit, and, according to respondents, just over half of these cases arose because the original course or program was not designed for transfer.

For the first time, this report includes information on those respondents who did not continue their studies. The findings show that while many of these students (56%) reported a desire to continue their studies at some point in the future, very few (15%) had actually made a formal application to a post-secondary institution. The top barriers to enrolling reported by respondents who were accepted to the BC public post-secondary system included the need to work at a job, lack of financial resources, and insufficient spaces in programs.

Although the admissions picture drawn by these data is valuable, it remains an incomplete picture. Because the Outcomes survey was not designed for the purpose of presenting a complete picture of post-secondary admissions, many groups of students are not included in the study population; for instance, entrants from the K -12 system, universities, the private system, and other provinces. In addition, due to an error in the administration of the 2002 survey, access questions were not asked of students who continued their studies at the same institution. A methodology that incorporates the admissions experiences of all of these groups of students is needed to draw a more complete picture of the relationship between supply and demand in the BC public, post-secondary system.

This report provides some direction to the Council in terms of where to concentrate its efforts to further improve the transfer system. The Council's mandate is to facilitate admission, articulation and transfer arrangements among the colleges, university colleges, institutes, the Open Learning Agency, and the universities. Given the sheer number of institutions involved, this can be a daunting task. The findings show that there were no *significant* cases of particular institutions or programs accounting for a disproportionate number of respondents with unmet transfer expectations; that is, the entire system is performing relatively well.

Because the volume of transfer students is much higher for certain sending and receiving institutions, and programs, there are areas where the Council can focus its efforts to reach the largest audience. Education campaigns should target Arts and Sciences students and Applied students in Business and Management programs and programs of 13-36 months duration at the five top sending institutions (Kwantlen University College, Capilano College, Camosun College, Langara College and Douglas College). Given that half of the10 percent of respondents with unmet transfer expectations were attempting to transfer credits from programs that were reported by the respondents as not designed for transfer, it follows that there is a need for improved communication with students. This report also finds a positive relationship between how informed respondents reported they were and the likelihood of their transfer expectations

being met. The Council should also identify and work with institutions to resolve any articulation issues between the five top sending institutions and the three top receiving institutions: the University of British Columbia, Simon Fraser University and the University of Victoria.

This report highlights some areas where the incidence of unmet transfer expectations was relatively high, although the significance in terms of the number of students involved was relatively low. In terms of sending institutions, 31 percent of respondents who transferred from Vancouver Community College and 18 percent of those transferring from Malaspina University-College were unable to transfer all of their expected credits. In terms of receiving institutions, 20 percent of those respondents who transferred to the University College of the Fraser Valley, 19 percent of those who entered the University of Northern British Columbia or Capilano College, and 18 percent of those entering Douglas College, reported unmet transfer expectations. In terms of programs, Computer and Information Sciences (25%), Recreation, Tourism and Hospitality (21%), and Visual Performing and Fine Arts (21%) had relatively high rates of respondents reporting unmet expectations. Addressing these small concentrations of students with unmet transfer expectations is unlikely to impact significantly on the overall number of students with unmet transfer expectations; however, it may help to alleviate student frustration and improve the overall efficiency of the system.

Appendix 1: Relevant Questions from the BC College and Institute Student Outcomes Survey

Hello, my name is _____ and I'm calling on behalf of [NAME OF INSTITUTION], and the BC Ministry of Advanced Education, Training and Technology. We need your help for our annual survey of former college and institute students. The purposed of the survey is to assess the quality of your educational experience and see if your education has been useful to you. While the survey is voluntary, your participation is important. All answers will be kept confidential and will only be used for statistical purposes.

1. Introductory Questions to Determine Survey Eligibility

Q1 To confirm, did you take courses from [NAME OF INSTITUTION]?

Interviewer Note: The students will have been enrolled at some point during the period July 1, 2000 and June 30, 2001.

ALTERNATE WORDING IF INST=OLA:

Q1 To confirm did you recently graduate from [OLA]?

Interviewer Note: If OLA students answer No – mention that some programs are offered in collaboration with other institutions but OLA is the institution that usually awards the credential.

1. YES – GO TO Q3
2. NO – CONFIRM NEGATIVE, THEN THANK AND TERMINATE
3. STILL ATTENDING – GO TO Q4
4. DON'T KNOW – ATTEMPT TO PROBE, ELSE THANK AND TERMINATE
5. REFUSED – ATTEMPT TO PROBE, ELSE THANK AND TERMINATE

Q3 Are you <u>still</u> taking courses at [NAME OF INSTITUTION]?

1. YES – GO TO Q4
2. NO – GO TO Q5
3. DON'T KNOW – ATTEMPT TO PROBE, ELSE THANK AND TERMINATE
4. REFUSED – ATTEMPT TO PROBE, ELSE THANK AND TERMINATE

Q4 The records indicate that you were the [NAME OF PROGRAM] program. Is that correct?

THE RECORDS INDICATE THAT YOU TOOK AT LEAST THREE ADULT BASIC EDUCATION, COLLEGE FOUNDATION OR DEVELOPMENT COURSES. IS THAT CORRECT?

1. YES – GO TO Q4B
2. NO – GO TO Q4A
3. DON'T KNOW – GO TO Q4A
4. REFUSED – GO TO Q4A

Appendix 1: Relevant Questions from the BC College and Institute Student Outcomes Survey

Q4A What did you study?

_____ (=CORRECT NAME OF PROGRAM)

Q4B Are you STILL in EXACTLY the same program?

Interviewer Note: We want to include people who have completed certificate and diploma programs even if the go onto a related program.

Q4C What are you <u>now</u> studying?

_____ (=NAME OF SUBSEQUENT PROGRAM)
GO TO SECTION 2
REFUSED – GO TO SECTION 2

Q4D Are you currently studying at the third or fourth year level in [NAME OF PROGRAM]?

1. YES – GO TO COMMENT FOR Q4D=YES AND THEN GO TO SECTION 2
2. NO – THANK AND TERMINATE
3. DON'T KNOW – THANK AND TERMINATE
4. REFUSED – THANK AND TERMINATE

Q4E Is this part of a 4 year degree program?

1. YES – GO TO COMMENT FOR Q4E=YES AND THEN GO TO SECTION 2
2. NO – THANK AND TERMINATE
3. DON'T KNOW – THANK AND TERMINATE
4. REFUSED – THANK AND TERMINATE

Interviewer Note: If Q4E = "YES", READ THE FOLLOWING – Your college would like to interview you about your experiences during your studies at the first and second year level in [NAME OF PROGRAM]. Many students transfer to other institutions after first or second year or go onto other activities. Please think back on the first two years of your program when you answer the questions in this interview. – GO TO SECTION 2

Q5 The records indicate you were in the [NAME OF PROGRAM] program. Is that correct?

1. YES – GO TO SECTION 2
2. NO – GO TO Q5A
3. DON'T KNOW – GO TO SECTION 2
4. REFUSED – GO TO SECTION 2

Appendix 1: Relevant Questions from the BC College and Institute Student Outcomes Survey Instrument

Q5A What did you study?

_____ (=CORRECTED NAME OF PROGRAM)

REFUSED – GO TO SECTION 2

Interviewer Note: If name of program corrected as a result of Q4A or Q5A, corrected version will be used in all subsequent questions.

2. Past Education and Subsequent Education

Q7 Before enrolling at [NAME OF INSTITUTION], did you complete secondary (high) school?

Interviewer Note: BC Dogwood certificates and GEDs are considered to be equivalent to high school completion.

1. YES
2. NO
3. DON'T KNOW
4. REFUSED

Q8 Did you take any post-secondary before enrolling at [NAME OF INSTITUTION]?

1. YES – GO TO Q9
2. NO – Go TO Q7C
3. DON'T KNOW
4. REFUSED

Q9 What certificates, diplomas or degrees did you complete before enrolling at [NAME OF INSTITUTION]?

Interviewer Note: Do not read list – but mark all completed credentials.

1. TRADES PROGRAM CERTIFICATE OR DIPLOMA, INCLUDING ELTT
2. OTHER NON-UNIVERSITY CERTIFICATE, DIPLOMA OR ASSOCIATE DEGREES (OBTAINED AT COMMUNITY COLLEGE, OR TECHNICAL INSTITUTE)
3. UNIVERSITY CERTIFICATE, OR DIPLOMA BELOW BACHELOR LEVEL
4. BACHELOR'S DEGREES(S) (E.G. B.A., B.SC., LL.B.)
5. UNIVERSITY CERTIFICATE OR DIPLOMA ABOVE BACHELOR LEVEL
6. MASTER'S DEGREE(S)
7. DEGREE IN MEDICINE, DENTRISTRY, VETERINARY MEDICINE OR OPTOMETRY (M.S., D.D.S., D.M.D., D.V.M., O.D.)
8. DOCTORATE DEGREE (E.G. PH.D., D.SC., D.ED.)
9. DID NOT COMPLETE ANY
10. DON'T KNOW
11. REFUSED

Appendix 1: Relevant Questions from the BC College and Institute Student Outcomes Survey Instrument

Q7C While in [NAME OF PROGRAM] at [NAME OF INSTITUTION], did you take any College foundations, Adult Basic Education or Development Studies courses?

1. YES – GO TO Q7D
2. NO – GO TO Q9E
3. DON'T KNOW – GO TO Q9E
4. REFUSED – GO TO Q9E

Q7D How many of these courses did you take? _____

Interviewer Note: IF "STILL ATTENDING" (THAT IS, Q1=SA OR Q3=YES) – SKIP TO Q15H

Q9E Are you presently taking any other education/training?

1. YES – GO TO Q9F (MARK YES IF RESPONDENT IS BETWEEN SEMESTERS OR COMPLETED ONE COURSE AND IS ABOUT TO ENROLL IN ANOTHER)
2. NO – GO TO Q10
3. DON'T KNOW – GO TO Q10
4. REFUSED – GO TO Q10

Q9F Is it on a full or part-time basis?

1. FULL TIME – GO TO Q12
2. PART TIME – GO TO Q12
3. DON'T KNOW – GO TO Q12
4. REFUSED – GO TO Q12

Q10 Since you took your last course at [NAME OF INSTITUTION], have you taken any further studies?

ALTERNATE WORDING IF INST=OLA

SINCE YOU GRADUATED FROM [OLA], HAVE YOU TAKEN ANY FURTHER STUDIES?

Interviewer Note: Refers to courses that could be applied for credit, certification or professional accreditation. Do not include short continuing education courses. If applied but not yet attended, mark "NO".

1. YES – GO TO Q12
2. NO – GO TO SECTION 3
3. DON'T KNOW – GO TO SECTION 3
4. REFUSED – GO TO SECTION 3

Appendix 1: Relevant Questions from the BC College and Institute Student Outcomes Survey

Q12 What is the name of the institution at which you were enrolled or at which you are currently enrolled?

Interviewer Note: If respondent mentions more than one institution, clarify which is or has been the main one. Mark only one. The "main" institution is the one at which the student spends most of their time.

Interviewer Note: If OLA, probe for Open University or Open College

1. BCIT
2. CALGARY (U OF C)
3. CAMOSUN COLLEGE
4. CAPILANO COLLEGE
5. CARIBOO (U.C. OF THE)
6. DOUGLAS COLLEGE
7. COLLEGE OF THE ROCKIES
8. EMILY CARR (ART & DESIGN)
9. FRASER VALLEY UNIV. COLL.
10. JUSTICE INSTITUTE
11. KWANTLEN UNIV. COLL.
12. LAKEHEAD UNIV.
13. LANGARA COLLEGE
14. LETHBRIDGE (U OF L)
15. MALASPINA UNIV. COLL.
16. NORTH ISLAND COLLEGE
17. NORTHERN LIGHTS
18. NORTHWEST COMMUNITY COLLEGE
19. OKANAGAN UNIV. COLL.
20. OPEN UNIVERSITY
21. PACIFIC MARINE TRAINING CENTRE
30. OPEN COLLEGE
22. SELKIRK COLLEGE
23. SFU
24. U OF A (EDMONTON)
25. UBC
26. UVIC
27. UNBC
28. VANCOUVER COMM. COLLEGE
29. COLLEGE NEW CALEDONIA
31. OTHER (SPECIFY) _____
32. DON'T KNOW
33. REFUSED

Interviewer Note: Capture response exactly as provided by respondent. Probe for further clarification.

Q14 What is/was your main field of study at [FROM Q12]?

Interviewer Note: Capture response exactly as provided by respondent. Probe for further clarification.

Q15H Of all the institutions you applied to after leaving [NAME OF INSTITUTION], was [MAIN INSTITUTION] your first choice?

1. YES
2. NO
3. DON'T KNOW
4. REFUSED

Q15I At [MAIN INSTITUTION], were you accepted into your preferred program of studies?

1. YES
2. NO
3. DON'T KNOW
4. REFUSED

Appendix 1: Relevant Questions from the BC College and Institute Student Outcomes Survey

Q15J For the program of studies in which you were accepted, were you able to enroll in all the courses you desired during your first semester?

1. YES
2. NO, UNABLE TO ENROL IN ONE COURSE
3. NO, UNABLE TO ENROL IN TWO OR MORE COURSES
4. DON'T KNOW
5. REFUSED

Interviewer Note: If 'Still Attending' or attending at same institution (THAT IS, Q1=SA OR Q3=YES) OR Q12 [MAIN INSTITUTION] (for example BCIT) enrolled at = [NAME OF INSTITUTION] being surveyed from (for example BCIT) – skip to Q16. DO NOT SKIP TO Q16 IF INST =OLA)

Q15K Did you expect to transfer course credits from [NAME OF INSTITUTION] to [MAIN INSTITUTION]?

1. YES – GO TO Q15L
2. NO – GO TO Q16
3. DON'T KNOW – GO TO Q16
4. REFUSED – GO TO Q16

Q15L Why did you expect to receive transfer credit? Was is because ... ?

1. YOU OBTAINED A LOT OF INFORMATION ABOUT HOW YOUR COURSES WOULD TRANSFER.
2. YOU OBTAINED SOME INFORMATION ABOUT HOW YOUR COURSES WOULD TRANSFER.
3. YOU SIMPLY ASSUMED YOUR COURSES WOULD TRANSFER.
4. DON'T KNOW
5. REFUSED

Q15M Of the following, what were the two most important sources of information about the transfer credit you expected to received from [MAIN INSTITUTION]? (Mark up to 2 responses)

1. THE BC TRANSFER GUIDE
2. TRANSFER TIPS HANDBOOK
3. OTHER WRITTEN DOCUMENTS (EXCLUDING THE TRANSFER GUIDE AND TRANSFER TIPS)
4. AN INSTRUCTOR
5. A COUNSELLOR, STUDENT ADVISOR, OR OTHER COLLEGE OFFICIAL
6. A STUDENT OR OTHER PEOPLE YOU KNOW
7. NONE OF THE ABOVE
8. DON'T KNOW

Q15N Did you get the course transfer credit you expected?

1. YES – GO TO Q15Q
2. NO – GO TO Q15Q
3. DON'T KNOW – GO TO Q15Q
4. REFUSED – GO TO Q15Q

Appendix 1: Relevant Questions from the BC College and Institute Student Outcomes Survey

Q15O What were the reasons you **DID NOT** get the transfer credit you expected? (USING YES, NO, DON'T KNOW AND REFUSED – READ EACH OPTION)

YES__NO__DK__REF__ ORIGINAL COURSES OR PROGRAM WERE NOT DESIGNED FOR TRANSFER TO [MAIN INSTITUTION]
YES__NO__DK__REF__ HAD COMPLETED MORE CREDITS THAN YOU WERE ALLOWED TO TRANSFER.
YES__NO__DK__REF__ DIDN'T KNOW OR UNDERSTAND TRANSFER REQUIREMENTS.
YES__NO__DK__REF__ RECEIVED UNASSIGNED CREDIT WHEN EXPECTED TO RECEIVE SPECIFIC CREDIT.
YES__NO__DK__REF__ RECEIVED FEWER TRANSFER CREDITS FOR A PARTICULAR COURSE THAN INITIALLY RECEIVED (E.G. A 4 CREDIT COURSE ONLY RECEIVED 3 CREDITS)
YES__NO__DK__REF__ YOUR COURSES TRANSFERRED BUT YOU COULD NOT USE ALL OF THE CREDITS TOWARD YOUR DEGREE.

YES__NO__DK__REF__ OTHER REASON (SPECIFY)

Q15P Of the courses you expected to transfer, how many did not transfer?

Interviewer Note: Probe for correct option – <u>DO NOT</u> read list – courses <u>NOT</u> credits.

1. 1 OR 2 COURSES [WERE NOT ACCEPTED]
2. 3 TO 5 COURSES [WERE NOT ACCEPTED]
3. 6 OR MORE COURSES (BUT FEWER THAN ALL) [WERE NOT ACCEPTED]
4. NONE OF MY COURSES TRANSFERRED [ALL COURSES WERE NOT ACCEPTED]
5. ALL COURSES WERE ACCEPTED FOR TRANSFER CREDIT
6. DON'T KNOW
7. REFUSED

Q15Q How satisfied were you with your overall transfer experience?

1. VERY SATISFIED – GO TO Q16
2. SATISFIED – GO TO Q16
3. NEITHER SATISFIED NOR DISSATISFIED – GO TO Q16
4. UNASTISFIED – GO TO Q16
5. VERY UNSATISFIED – GO TO Q16
6. DON'T KNOW – GO TO Q16
7. REFUSED – GO TO Q16

Interviewer Note: NEXT QUESTIONS JUST FOR STUDENTS WHO ANSWERED "NO" TO Q10 – DID NOT TAKE FURTHER STUDIES

Q15Q Did you want to continue your studies after leaving [NAME OF INSTITUTION]?

1. YES - GO TO Q15S
2. NO – SKIP TO Q15XS
3. DON'T KNOW – GO TO SECTION 3
4. REFUSED – GO TO SECTION 3

Appendix 1: Relevant Questions from the BC College and Institute Student Outcomes Survey

Q15Q Did you formally apply to a post-secondary institution after leaving [NAME OF INSTITUTION]?

1. YES - GO TO Q15T_1
2. NO – GO TO Q15Y
3. DON'T KNOW – GO TO SECTION 3
4. REFUSED – GO TO SECTION 3

Q15T_1 Did you apply to a post-secondary institution in BC?

1. YES - GO TO Q15T_2
2. NO – GO TO Q15T_3
3. DON'T KNOW – GO TO Q15T_3
4. REFUSED – GO TO Q15T_ 3

Q15T_2 Was it a public or private post-secondary institution?

1. PUBLIC - GO TO Q15U
2. PRIVATE – GO TO Q15T_3
3. BOTH – GO TO Q15U
4. DON'T KNOW – GO TO Q15T_3
5. REFUSED – GO TO Q15T_ 3

Q15U Were you accepted into one or more public post-secondary institutions in BC?

1. YES - GO TO Q15W
2. NO – GO TO Q15V
3. DON'T KNOW – GO TO Q15T_3
4. REFUSED – GO TO Q15T_ 3

Q15V What do you think is the *main* reason you were not accepted? (mark only one)

1. MY GRADES WERE NOT HIGH ENOUGH – GO TO Q15T_3
2. I APPLIED TOO LATE OR MISSED OTHER DEADLINES – GO TO Q15T_3
3. AVAILABLE SPACES WERE ALREADY TAKEN – GO TO Q15T_3
4. OTHER, SPECIFY -GO TO Q15T_3
5. DON'T KNOW – GO TO Q15T_3
6. REFUSED – GO TO Q15T_ 3

Q15W What was the *main* reason why you decided <u>not</u> to enroll in a BC public cpost-secondary institution that accepted you? (Mark one response only)

Note to interviewer: if the student answers "I am enrolled but I just haven't registered" or "I have not started my new program yet" assign code 12

1. I DID NOT HAVE THE FINANCIAL RESOURCES TO ATTEND AT THAT TIME - GO TO Q15T_3
2. I DECIDED TO WORK AT A JOB INSTEAD - GO TO Q15T_3
3. I CHANGED MY MIND ABOUT WANTED TO GO BACK TO SCHOOL AT THAT TIME - GO TO Q15T_3
4. I CHANGED MY MIND ABOUT WHERE I WANTED TO STUDY NEXT – GO TO Q15T_3
5. OTHER PERSONAL CIRCUMSTANCES MADE IT TOO DIFFICULT FOR ME TO CONTINUE MY STUDIES – GO TO Q15T_3
6. I DID NOT GET ACCEPTED INTO MY INSTITUTION OF CHOICE – GO TO Q15T_3
7. I WAS UNABLE TO ENROLL IN A THE PROGRAM THAT I WANTED – GO TO Q15T_3
8. I WAS UNABLE TO ENROLL IN THE COURSES THAT I WANTED – GO TO Q15T_3
9. OTHER, SPECIFY -GO TO Q15T_3
10. DON'T KNOW – GO TO Q15T_3
11. REFUSED – GO TO Q15T_ 3
12. I AM ENROLLED BUT I HAVEN'T STARTED MY PROGRAM YET – GO TO Q15T_3

Appendix 1: Relevant Questions from the BC College and Institute Student Outcomes Survey

Q15T_3 Did you apply to a post-secondary institution outside of BC?

1. YES - GO TO Q15T_4
2. NO – GO TO SECTION 3
3. DON'T KNOW – GO TO SECTION 3
4. REFUSED – GO TO SECTION 3

Q15T_4 Was it a public or private post-secondary institution?

1. PUBLIC - GO TO SECTION 3
2. PRIVATE – GO TO SECTION 3
3. BOTH – GO TO SECTION 3
4. DON'T KNOW – GO TO SECTION 3
5. REFUSED – GO TO SECTION 3

Q15X What was the *main* reason why you decided not want to continue your studies at a post secondary institution? (Mark one response only – THEN GO TO SECTION 3)

1. I DID NOT HAVE THE FINANCIAL RESOURCES TO ATTEND AT THAT TIME
2. I DECIDED TO WORK AT A JOB INSTEAD
3. OTHER PERSONAL CIRCUMSTANCES MADE IT TOO DIFFICULT FOR ME TO CONTINUE MY STUDIES
4. I HAD COMPLETED MY EDUCATIONAL GOALS
5. I JUST DID NOT WANT TO CONTINUE MY STUDIES AT THAT TIME (OR ALTERNATIVELY, "I JUST WANTED A BREAK FROM STUDYING")
6. I WAS DISSATISFIED WITH MY PREVIOUS POST SECONDARY EDUCATION EXPERIENCE
7. OTHER, SPECIFY
8. DON'T KNOW
9. REFUSED

Q15Y Why did you not a apply to a post-secondary institution to continue your studies? (Mark one response only – THEN GO TO SECTION 3)

1. I DID NOT HAVE THE FINANCIAL RESOURCES TO ATTEND AT THAT TIME
2. I DECIDED TO WORK AT A JOB INSTEAD
3. OTHER PERSONAL CIRCUMSTANCES MADE IT TOO DIFFICULT FOR ME TO CONTINUE MY STUDIES
4. I WANTED TO RE-THINK MY EDUCATIONAL GOALS
5. I JUST DID NOT WANT TO CONTINUE MY STUDIES AT THAT TIME (OR ALTERNATIVELY, "I JUST WANTED A BREAK FROM STUDYING")
6. I MISSED DEADLINES FOR ADMISSION APPLICATIONS
7. I DID NOT THINK I WOULD BE ADMITTED TO THE INSTITUTION OR PROGRAM THAT I WANTED
8. OTHER, SPECIFY
9. DON'T KNOW
10. REFUSED

Appendix 1: Relevant Questions from the BC College and Institute Student Outcomes Survey

Q16 How related to your [NAME OF PROGRAM] program at [NAME OF INSTITUTION] were/are your further studies at [NAME OF NEW INSTITUTION]? Would you say...

IF "STILL ATTENDING" (THAT IS, Q1=SA OR Q3=YES) – How relate to [NAME OF PROGRAM] at [NAME OF INSTITUTION] are your further studies? Would you say...

1. VERY RELATED
2. SOMEWHAT RELATED
3. NOT VERY RELATED
4. NOT T ALL RELATED
5. DON'T KNOW
6. REFUSED

Appendix 2: About the Outcomes Survey Cohort

The goal of the BC College and Institute Student Outcomes Survey is to obtain feedback from students about their educational and college experiences and to find out what students do after they leave their college, institute or university college in BC.

This report presents the input received from former students of Applied and Arts and Sciences programs. The specific criteria for inclusion in each of these groups are outlined below. Note, in all cases some credits must have been completed during the period July 1, 200 and June 30, 2001 and the **student must not have been enrolled in the program between July 1, 2001 and February 1, 2002.**

Arts and Sciences programs

- must have successfully completed 24 or more credits in a baccalaureate program
- exception: some university colleges offer programs where a diploma granted for the first two years of study is a pre-requisite for studies at the third and fourth year level. In these programs, students are surveyed after completing their diploma, whether or not they leave the program at their institution.

Applied programs

- *of less than one year duration*: must have successfully completed all credits.
- *of 13-36 months duration*: must have successfully completed 75 percent of program requirements.
- *Upper division*: must have successfully completed 24 or more credits in a baccalaureate program.

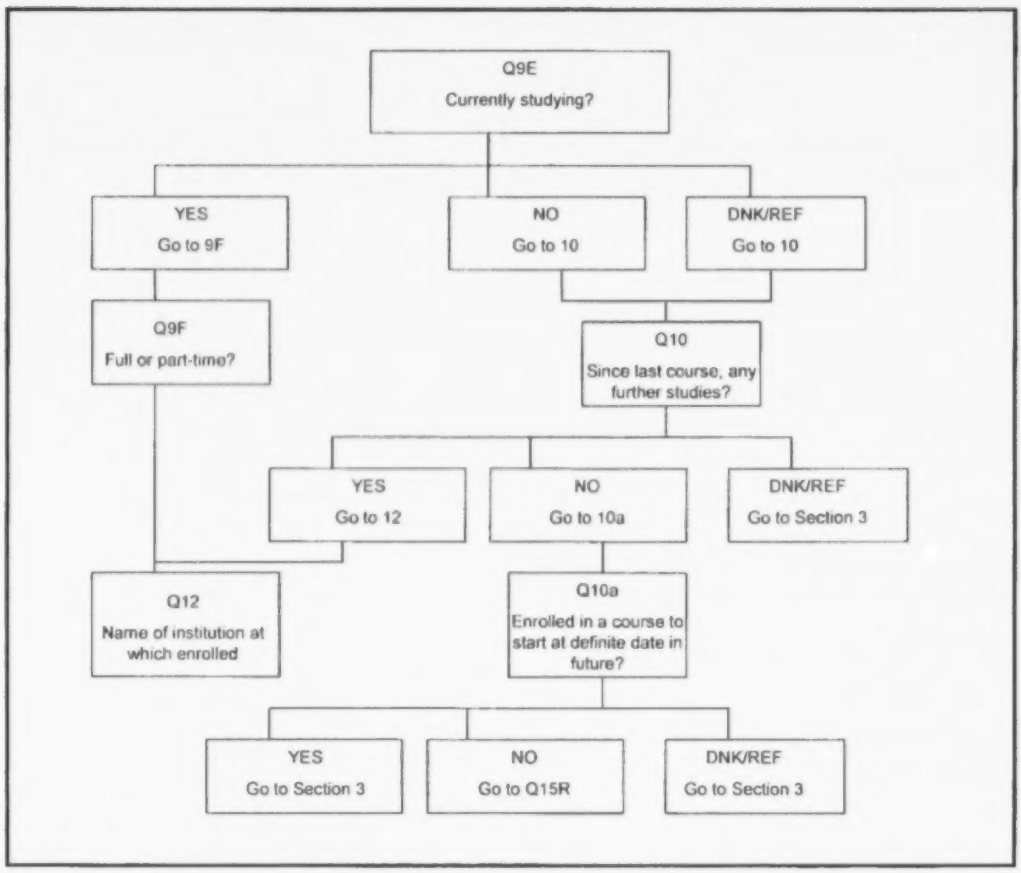
Appendix 3: Recommendations for Changes to the Outcomes Questionnaire

ISSUE 1: A large proportion of those who did not continue their studies, but who reported applying and being accepted to a post-secondary institution in BC (232/437), were actually enrolled in a course or program that had not started at the time of the interview. Since the new section of questions is intended to survey students who did not continue their studies, these 232 students need to be screened out.

RECOMMENDATION 1 : Add a new question - Q10A - to the series of questions that establishes whether a student went on to further education.

Q10A: Are you enrolled in a course or program that is scheduled to start in the near future?

Yes
No
DNK/REF



ISSUE 2: A large proportion of respondents to Question 15R – Did you want to continue your studies - fell into the "Don't know" response category (1,167/8937). The validation routines run by CEISS generally treat "Don't know' responses as refusals, and remove them from the base used to calculate percentages. In this question, however, "do not know" is a valid response – respondents may not have decided yet whether they want to continue their studies.

The same issue applies to Q15U – Were you accepted into one or more public post-secondary institutions in BC? Thirty eight percent of respondents to this question answered "Don't Know". Many of these respondents probably had not heard yet.

RECOMMENDATION 2:

Add an "Undecided" response category to Q15R and ask interviewers to clarify when a respondent says "Don't know" whether, in fact, they mean they have not yet decided.

Add a "Have not heard yet" response category to Q15U and ask interviewers to clarify when a respondent says "Don't know" whether, in fact, they mean they have not heard back from the institution yet.

ISSUE 3: A skip pattern error in the 2002 administration of the questionnaire resulted in a failure to collect data about the admissions experiences of students who continued their studies at the same institution. Currently, skip patterns are checked prior to data collection through schematic diagrams of the question flow, a final review by the OWG questionnaire committee, and monitoring calls during the pre-test. The skip error that resulted in the loss of data for the 2002 administration of the survey arose from a misunderstanding at CEISS that the subset of questions skipped was actually supposed to be asked of those who continued at the same institution. The misunderstanding occurred because of the wording of Q15H.

RECOMMENDATION 3:

Reword question 15H to avoid ambiguity as follows:

Change from:

Q15H Of all the institutions you applied to after leaving [NAME OF INSTITUTION], was [MAIN INSTITUTION] your first choice?

To:

Q15H Of all the institutions you applied to after leaving [NAME OF PROGRAM] at [NAME OF INSTITUTION], was [MAIN INSTITUTION] your first choice?

In addition, for special subsets of questions, such as the transfer questions, the sponsoring group (BCCAT) should have an opportunity to check skip patterns before data collection begins. The sponsoring group should be provided with the questionnaire, as well as a copy of the schematic diagram of question flow. This group has specialized knowledge and may be able to spot skip errors that have not been identified as a result of other quality control procedures.

Appendix 4: Glossary of Terms

Applied Programs:	Includes all programs designed to lead to employment in a relatively specific field. For this survey, they include programs of 0 – 6 months duration, 7 – 12 months duration and 13 – 36 months duration, and the upper division of applied baccalaureate programs. All Applied programs, e.g., engineering, business, nursing, education, social work and criminology, are included regardless of whether the courses in the programs carry transfer credit.
Arts and Sciences Programs:	Includes programs that lead to a two-year associate degree or a four-year baccalaureate degree, or programs consisting of courses in the liberal arts, humanities, social or physical sciences.
Continuing student:	Former students (see definition below) who continued their education at the same or a different institution after completing (or nearly completing) a post-secondary program at a BC college, institute, agency or university college.
Early Leaver:	A student who left a program at their college, institute, agency or university college before completing enough credits to qualify for inclusion in the BC College and Institute Student Outcomes Survey.
Expectation to transfer credit:	Former students who continued their education at a different institution who expected to receive transfer credits for their original studies. Operationally, these are students who went on to a different institution within the BC public post-secondary system who answered "yes" to the question: "Did you expect to transfer course credits from [Sending Institution] to [Receiving Institution]?"
Former students:	The group of students who are included in the survey population. See Appendix 2 for inclusion criteria.
Lower Division:	The first and second year of a four-year baccalaureate degree program.
Upper Division:	The third and fourth year of a four-year baccalaureate degree program.

Appendix 4: Glossary of Terms

Receiving Institution:	The institution that a continuing student went to after completing their original studies. The receiving institution can be the same as the sending institution in cases where a student continues at the same institution in a different program or in the upper division of a degree program.
Respondent:	A former student who responded to the BC College and Institute Student Outcomes Survey.
Sending Institution:	The institution that a continuing student came from, that is, the institution where they did their original studies.
Transfer student:	A former student who continued their studies at a different institution.

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